





*Editorial Dept*

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Braille



Review

A Monthly devoted to

the interests of the Blind.

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206, Great Portland Street, London, W.

Vol. X.]

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Stationers' Hall.

JANUARY, 1912.

Post free  
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[No. I.]

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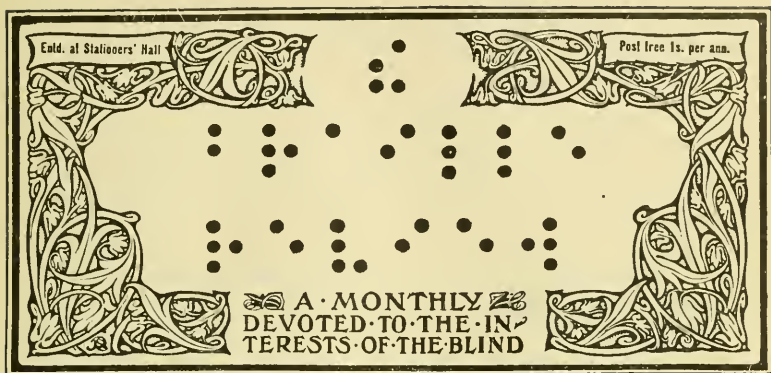
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VOL. X.

JANUARY, 1912.

No. I.

## Blind Teachers of the Blind.

**M**OST of those who are interested in the education of the Blind must have noticed that there is a growing tendency in our Schools for the Blind to ignore the claims of blind teachers. We fear that sighted teachers have often received appointments which should have been given to blind teachers. Over and over again it has been demonstrated that for certain subjects and under certain conditions blind teachers are much superior to sighted teachers. At the Paris Congress Mr. Illingworth contributed an admirable paper in favour of the employment of blind teachers. Again, at the International Conference on the Blind, held at Edinburgh in 1905, a section of the Paper on Primary Education was devoted to the same subject. The following question was put to eighteen experts by the contributor of the paper:—What are your views on the employment of well-qualified blind teachers? The summary of the replies states:—

“This is a burning question, and it has two sides. Several correspondents think that there is at present a tendency to exclude the blind teacher. It is agreed that it should be a *sine qua non* of the engagement of all blind teachers that they should be well qualified as regards their own education, and should possess the faculty of imparting that knowledge to their pupils. On these conditions there is a strong feeling in favour of a judicious proportion of blind to sighted teachers in Schools for the Blind.

“In favour of the employment of blind teachers it is urged that, being blind themselves, they realise the needs of their pupils better than a sighted teacher can. The blind teacher far excels his seeing colleague in studies where the apparatus used belongs peculiarly to the Blind, as in Braille reading and writing, arithmetic, Braille music notation and ear development, *i.e.*, training the children to recognise by means of hearing what other people observe by sight.

“Again, in technical and trade pursuits, the blind instructor approaches his pupil realising a difficulty and knowing better how to explain it than a sighted teacher.

“Other reasons in favour of the blind teacher might be given, but one only must here suffice. Forgive me if I am too outspoken. I have always maintained and advocated that, as our Institutions and Societies for the Blind were founded and are carried on for the benefit of the Blind, the Blind should have the managers’ first consideration. When any post falls vacant the question should be raised, ‘can this position be filled by a blind person without impairing the efficiency of the Institution?’ If it can be answered in the affirmative—and often it can—a blind person should be appointed, even though a little additional expense consequent on the newly-appointed official’s blindness is involved, and slight additional duties may fall upon other (sighted) officials. The blind are ever ready to acknowledge that they could not do without the assistance of the sighted in our Institutions and Societies, but I am sure they must at times feel aggrieved at the appointment of sighted persons to offices which they could fill equally well.

“These remarks are inserted as a plea for the efficient blind teacher, as well as for others who are not teachers, and I trust they will be received in the spirit in which they are meant.

“Turning to the other side of the question of the employment of blind teachers, there are no doubt certain duties which they could not efficiently perform, such as the supervision of the children, the correction of their numerous and peculiar mannerisms, and the teaching of certain subjects, etc., but these are not sufficient to condemn the employment of blind teachers in Schools for the Blind, nor indeed, for that matter for certain subjects, in schools for the sighted.

“The replies in favour of the employment of blind teachers number fifteen, and only three against.”

Recently we have had brought to our notice the case of a well-qualified blind certificated teacher, who having held a post in a certified School for the Blind for twelve years will soon be among the unemployed, as the children of her school will shortly be transferred to a new and larger “joint” school, the governing body of which refuses to appoint a blind teacher on the staff of the school.

So discouraging has the position of the blind teacher become that no classes have been held in the Smith Training College for three years, as Sir Francis Campbell realises that it is useless to train blind teachers when they have little or no chance of employment. And yet there is at least as great a proportion of capable blind teachers in the blind world, as there are sighted teachers in the sighted world. And if, added to this, we remember that the blind teacher is more likely to realise and meet the peculiar needs of his

blind pupil than the sighted teacher, surely the claims of the former should not be ignored. We shall be glad to receive and publish suitable letters on this important subject.

\* \* \* \*

## Literature for the Partially-Blind.

To the Editor of *Braille Review*.

SIR,—As I have previously expressed my views in reference to literature for partially-blind children, I purpose now to add a few remarks upon that important question—the suitability of the type.

My interest has been greatly stimulated by the various specimens of type published in *Braille Review*,—so much, that I have availed myself of every opportunity to investigate this particular matter.

Although the subject may prove to be a controversial one, personally I am in favour of the production of books with a black type upon a white background. White type upon a black ground is perhaps better to use as a test for distant vision, but it is not for this purpose that the books are required. The main object is near vision, viz., reading, and therefore I do not think that white letters would present such sharply defined edges as those presented by black characters.

To my mind the whole question is purely one upon stimulation. The colour white stimulates the retina, while black does not, therefore in one instance it is produced by the card and in the other by the letters, and thus I hold the opinion that books with white letters on a black ground would not produce the necessary retinal stimulation. If such is the case, they would not develop to the fullest extent a child's power or degree of recognition.

The action of the iris has also had careful consideration, in the hope that some support may be gained towards the adoption of one particular system. As the accommodation is by means of involuntary muscles, I believe it to act for the greatest good under all circumstances, and thus its action cannot be regarded as an argument in favour of either white or black. That there is some truth in the above is shewn by the following statement extracted from a manual on refraction “the contraction of the iris is not an essential condition in accommodation.”

For practical reasons I think black type is preferable to white, as future years would present opportunities for ex-pupils to continue their reading in that type, while in the other it would not. Furthermore, the reading of black type books appears to me to be the natural way of using the eyes, and if this is so, it must produce the greatest benefits and *vice-versa*, the least injurious effects. It is the plan universally adopted by the sighted, and at the present moment I can see no reason why it is not as scientifically correct for those whom it is our object to benefit. I am aware that specific cases may prove the contrary to my views, but taken generally, I trust that these

remarks may at least prove interesting to those connected with this important problem. Thanking you, Yours, etc,—**LISTER S. SMITH.**  
17, Penkhull Terrace, Stoke-on-Trent.

[We gladly publish Mr. Smith's letter, and shall be pleased to insert in our next issue the views and experiences of others who have carefully studied this important question. For our own part we wish we could agree with Mr. Smith's findings, because the production of books with black letters on a white ground is so much easier and cheaper than white letters on a black background. It is for this reason—and, we think, this alone—that books used by the sighted are printed in this way. We agree that the effect of the white paper is to cause retinal stimulation, but this stimulation may be detrimental rather than advantageous. Every sighted reader knows the effect of the sunlight on a newspaper that he may be reading. The whiteness of the paper is intensified by the sunlight to such an extent that reading is well-nigh impossible.—**EDITOR.**]

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## Black Dot Braille.

THE same matter is printed in the letterpress immediately following, so as to indicate by the use of italic type the contractions used in the Braille.

THE same matter is printed in the letterpress immediately following, so as to indicate by the use of italic type the contractions used in the Braille.

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## ÆSOP'S FABLES.

*THE GOAT AND THE LION.*

*The lion, seeing a goat upon a steep craggy rock, where he could not come at him, asked him what delight he could take to skip from*

*one precipice to another all day, and venture the breaking of his neck every moment? "I wonder, says he, "you will not come down, and feed on the plain here, where there is such plenty of good grass, and fine sweet herbs."—"Why," replies the goat, "I cannot but say your opinion is right; but you look so very hungry and designing, that to tell you the truth, I do not care to venture my person where you are."*

\* \* \* \*

## The David Hill School for the Blind. Hankow.

CIRCULAR LETTER, NOVEMBER, 1911.

MY DEAR FRIENDS,—I need not explain at length why I can only send this brief note instead of the usual circular letter. The daily papers will have told you what we have suffered. The leaders of both sides promised us full protection, but the imperialists when they set fire to the city could not fulfil their promises. The first attempt to rescue the scholars failed because the Imperial general did not fulfil his promise to stop firing for three hours, but he afforded facilities for the second expedition, which succeeded in the task. To Dr. Booth and Mr. Rattenbury and the foreign and Chinese helpers who risked their lives for the sake of our blind ones we tender our heartfelt thanks. The whole of our staff and scholars are now housed in a building near the Concession kindly lent to us by the London Mission. All supplies of rice and foodstuffs, all our furniture and bedding, all our books and all the clothing except that which the scholars were actually wearing were of necessity left behind. The buildings still stand, but we hear from reliable sources that the contents have been looted. I shall write more fully when I know how things really are, but I may say at once that I shall have to raise in special donations at least £100 for the re-equipment of our School. I fear that even this sum will be insufficient. Any donations that any of you can send for this special purpose will be very welcome, for our ordinary funds cannot possibly bear the strain of our losses. Craving a continued interest in your prayers, I am,  
Yours very sincerely, GEORGE A. CLAYTON.

\* \* \* \*

## Success of a Blind Student.

The first prize for advanced French, which carries the Society of Arts first-class certificate, has been awarded to William Sharp, of Guildford, a blind student, who attends the local technical institute. The examination test paper was read over to him. He took the questions down in Braille, and subsequently answered them by means of a Braille typewriter, special arrangements for his examination having been made by the Society of Arts.—*The Standard*.

## Association Notes.

**NEW CATALOGUE.**—We have pleasure in announcing that the Association has just issued an enlarged, revised and re-arranged Catalogue of Books and Appliances on sale. Copies in letterpress will be sent free on application. We earnestly invite teachers of the Blind carefully to peruse this Catalogue, especially the list of School Books.

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*Extract from a letter dated 26th November, 1911:*—"I feel that I cannot close this letter without congratulating you on the excellence of *The Braille Literary Journal*. The articles are splendid, and I am sure the magazine must be a great boon to all intelligent blind people.—E.W."

\* \* \* \*

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[2.

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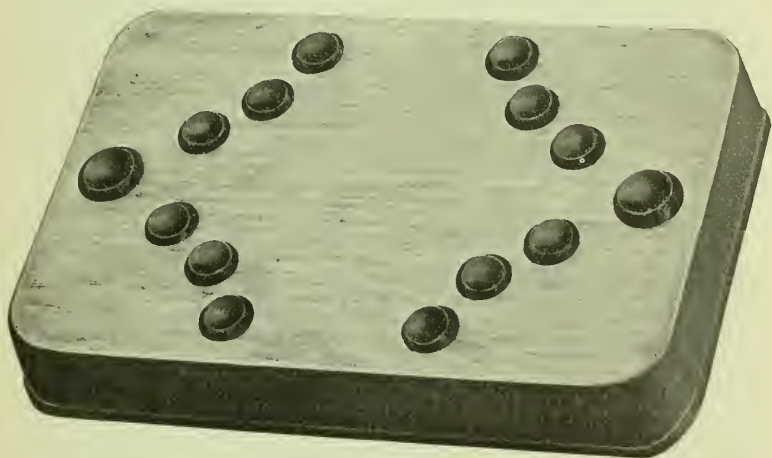
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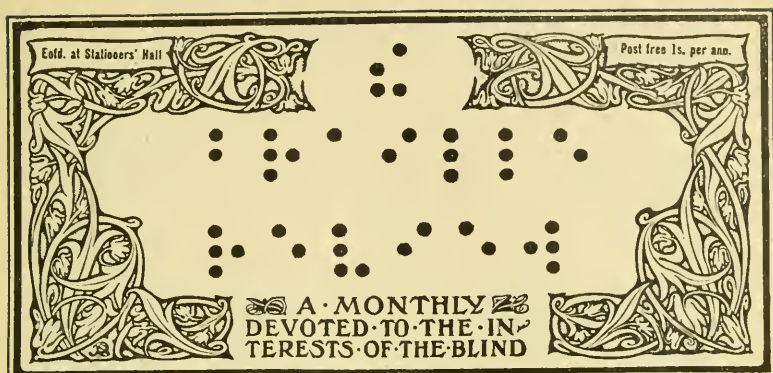
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VOL. X.

FEBRUARY, 1912.

No. 2.

## Editorial.

IN this number we continue to consider the place which blind teachers should occupy in Colleges and Schools for the Blind, and we have much pleasure in reproducing a most valuable paper contributed by Mr. W. H. Illingworth at the International Congress held in Paris, July, 1900. Mr. Illingworth's work at Edinburgh and Manchester is well-known and deservedly admired, while his position in the College of Teachers of the Blind is an indication that he holds a place in the front rank of educators of the Blind. The bestowal of a Fellowship of the College was a fitting recognition of his disinterested and successful labours. His views on the important question of the employment of blind teachers will therefore carry weight with our readers.

\* \* \* \*

## Should the Training and Education of Blind Children be entrusted to Blind Teachers ? If so, to what extent ?

**I**NTRODUCTION. Having had charge of one of the most important and successful schools for the Blind in Great Britain for a period of fifteen years, I have no hesitation in answering the above question in the affirmative; and will strive, in the short space of time allowed to me for this paper, to bring forward such arguments, founded on direct observation, as shall tend to justify the position which I have taken up.

**QUALIFICATIONS OF A BLIND TEACHER.** Of course it is a *sine qua non* that the blind teacher to be employed shall be one who—

- (a) Has had the advantage of a sound education ;
- (b) Is possessed of the power of self-control in a high degree ;

- (c) Is enthusiastic and determined to succeed ;
- (d) Is kind and sympathetic, and at the same time firm ;
- (e) Is true to his word.

Given these qualifications, a blind teacher for ordinary class work, and for much out-of-school duty also, is, if anything, preferable to one who can see. The question of supervision, correction of bad habits, etc., I will deal with later on.

TO BE SUCCESSFUL, A TEACHER SHOULD BE ABLE TO BRING HIMSELF TO THE LEVEL OF HIS PUPIL. It is almost, if not quite, as impossible for a seeing person to realise what it is to be blind, and for him to enter into and sympathise with the difficulties of his blind pupil, as it is for a congenitally blind person to enter into, and share with one who can see, the beauty of a glorious picture or landscape.

*In Seeing Schools.* Those who have charge of large educational establishments—I mean ordinary schools for seeing pupils—know to their cost what difficulty is experienced in procuring teachers who have the power, or the will, or both, to bring themselves down to the child's level, that is, to be able to become for a time a child again, so as to see the difficulties of the lesson, or the meaning of an apparently stupid answer to a question, from a child's point of view. A difficulty explained away in child's language, a lesson illustrated in childish fashion, appeals at once and directly to the child's mind, and the impression remains on the young brain ; whilst an abstruse explanation, or a classical illustration, which may be given in the same connection by one who is a scholar, but not a teacher, though perfectly logical and mathematically correct, and lucid enough too, from his point of view, creates only an impression—if any at all—of wonderment in the young mind, at the long words and unintelligible phrases used.

*Difficulty Increased in the Case of the Blind.* This difficulty is increased tenfold when pupils are removed further still from the level of the teacher by the barrier of blindness. A skilful seeing teacher may in the course of a few weeks master the peculiar methods used in teaching the Blind, and be able to give a certain amount of daily instruction to a class of blind children ; but it takes him years before he becomes what might be called a “ naturalised blind person,” and is able to see things from what I designate the blind point of view ; whilst he is never in that favourable position enjoyed by the blind teacher—especially a teacher blind from childhood—of being able to say to the child despairing over a difficult sum or piece of music : “ See, do it so ! I can do it. I am blind like you. If I have learned, so can you.” How often even the best seeing teachers are met with the rejoinder from one or other of their blind pupils : “ Ah, yes ! it's easy for you. You can see.” If for no other reason, then, it is well to employ blind teachers, because their very presence in such positions in school is a continual incentive and encouragement to the pupils.

TEACHING BRAILLE READING. I have found by experience that a blind teacher is able more readily to explain to his pupils how to recognise and distinguish between the various Braille characters than a seeing one—that is to say, other things being equal, children under a blind teacher will more rapidly become fluent readers of Braille than those taught exclusively by a seeing teacher.

The reason of this is not far to seek. Although most seeing teachers of the Blind are able to read Braille, they do so with their eyes, and I have seldom met one who could read it with his fingers ; though I do not say that some may not be able to recognise a number of the characters, or perhaps all of them, very slowly by touch. But the blind teacher, having himself overcome all the technical difficulties—some of which it is almost impossible to explain in so many words—is able to help the little one by sympathetic hints and guidance, and even by anticipating, as a seeing teacher can very rarely do, the many little stumbling-blocks which present themselves to the young Braille scholar.

ARITHMETIC. The same argument holds good in the teaching of arithmetic, and to an equal extent—at any rate, where the Blind teacher has access, as is the case in our school, to up-to-date class-books, test-cards, etc., on the subject, and is ready to take advantage of opportunities which occur for consulting seeing persons who are conversant with the newest methods ; and here I may remark that, if there is one error more than another into which a blind teacher is liable to fall, it is the fault of over-conservativeness in methods of teaching, and a general reluctance to accept what is new.

In mental arithmetic a good blind teacher will invent a variety of short cuts for arriving at a satisfactory result which would never occur to a seeing person ; and I have no hesitation in saying that a class of children taught by a blind teacher will easily outstrip, in this subject, a similar class taught by a teacher with sight.

WRITING BRAILLE. In the teaching of Braille writing there is perhaps not quite so much to be said in favour of the blind teacher, but still, as a rule, the results are quite satisfactory.

MUSIC. In this subject, again, the blind teacher excels. The old argument comes to the front. A seeing teacher cannot, and does not, play from Braille music, and very, very few have a thorough knowledge of the system. They cannot realise what it means to be able to see only one line of music at a time, and to have to depend entirely on the imagination for the formation of a chord, the top or bottom note only of which is written in Braille, and on the memory for the playing of a piece at the learning stage. For, even though the blind pupil or teacher may have his music at hand, still, if he wishes to refer to it, he must stop playing, look up the place—oft-times no easy matter—and then resume playing from memory. Thus a blind pupil under a seeing master is much more readily disheartened than if his teacher was blind like himself. Much has been said against the ability of a blind music-teacher to give efficient instruction in technique, and to ensure correct fingering ; but there

is little doubt that after the correct fingering of scales, arpeggios, and finger exercises has been taught (and this a blind teacher can do quite well by placing his hands upon those of his pupil), the smoothness and accuracy with which a passage is rendered will tell an intelligent and competent blind music-teacher whether the notes are correctly fingered, at least in the great majority of cases.

There is no doubt that it is an advantage for a blind pupil to have his progress in music examined by a skilful seeing master, and to have a finishing course of lessons also from him; but the greater part of the work can be quite efficiently performed by a blind teacher. We have no better proof of this fact than the very extraordinary amount of success achieved by the talented Principal of the Royal Normal College for the Blind, Upper Norwood, London, as a teacher of music, both before and since he attained his present position.

**EAR DEVELOPMENT.** This is a subject which should receive far more attention in our schools than it does. I mean the training of the children to recognise by means of hearing what other people observe by sight—direction of sound, obstructions on the path, locality, etc.; and I suppose no one will deny that these will be best taught by a blind teacher. It is the development of an instinct which none but the Blind can really appreciate and understand, and, if carefully cultivated in children, will save the pupil from many a hard knock and fall later in life.

**CONCENTRATION.** The blind teacher, as a rule, gives more of his leisure time to thinking over and preparing lessons for school than could reasonably be expected of his seeing colleague. Having such limited scope for physical and mental recreation, and so much less to occupy the attention out of school hours than his sighted fellow teacher, the blind man's mind reverts to what took place during the lessons, and occupies itself in comparing and contrasting the individualities and outstanding characteristics of his pupils. The pupils are quick to recognise a sympathetic nature, and, without doubt, are more readily influenced either for good or ill by a blind person than one who can see. There is a sort of innate suspiciousness with which the Blind, young and old, regard those who can see, until they have proved them to be absolutely trustworthy; and this peculiarity is very marked in blind children. That is the reason why I always so strongly urge that it is more essential, if possible, that the teacher of blind children—whether he is blind or sighted—should be "true to his word" than is the case in a seeing school. If he promises a reward, no matter how small, let him see to it that he fulfils his promise. If he promises a punishment, let him not avoid the infliction of it.

I have now said sufficient, I think, to justify the employment of blind teachers in our schools. Let us go on to consider to what extent they can be so employed successfully and beneficially to all concerned.

**REQUIREMENTS OF VARIED CURRICULUM NECESSITATE SEEING TEACHERS.** In the present day, when so much more is taught to,

and expected of, blind children than used to be the case, it is only natural to expect that we find in the school curriculum some subjects the teaching of which requires the aid of the seeing. Typewriting, kinderga ten, sewing, gymnastics, swimming, etc., form examples of what I mean. These and similar subjects should be taught by a seeing teacher, or at any rate under the supervision of an intelligent seeing person.

**ECCENTRIC HABITS AND GESTURES.** Again, as is well known, most blind children are guilty of bad habits, eccentric movements of hands or face, or body, or all three, and some have stooping or injurious tendencies, all of which require to be looked out for and checked continually. If persistently corrected, an intelligent blind child will quickly acquire sufficient self-control to banish these eccentricities of gesture and injurious habits; whilst, if left alone, he will grow up an object of pity—however clever he may be—to all with whom he comes in contact. I know of two or three most excellent, highly-educated blind gentlemen, who, for lack of correction when young, are the victims of imbecile movements and gestures which seriously detract from the pleasure and influence which their otherwise splendid personality would exert upon those who esteem them best and love them most.

**SUCCESS IN AFTER LIFE.** The blind boy or girl who hopes to become an intelligent member of society, and to move with grace and ease among his fellows when he goes out into the world, requires a good deal of instruction which a blind teacher cannot, in the nature of things, impart to him, but which he can readily acquire from a seeing teacher.

**CONCLUSION.** To conclude in a word, I might say that the education of blind children in those subjects in which the methods of instruction are, necessarily and essentially, totally different from those in vogue for the seeing is *best* in the hands of a properly-qualified blind teacher. The religious and moral training is also as safe in his hands as it would otherwise be; but neatness in personal appearance (if anything, more essential to success in the Blind than the seeing), development of physique, typewriting, many technical employments, and such like—in fact, those subjects in acquiring which the Blind must pursue the same or similar methods as the seeing—are best in the hands of a seeing teacher, or at any rate taught under the supervision of a qualified seeing superintendent.

**PROPORTION OF BLIND TEACHERS.** In Britain many of the blind schools have now adopted the class-room system, one class being separated from another by a glazed partition, so that the principal can exercise a direct supervision over the whole. By this system, also, two blind teachers and three seeing make an excellent staff for five classes, the seeing teacher being able to call his blind colleague's attention to any misconduct or eccentric movement on the part of any member of his class. Such an arrangement has proved very successful in many British schools.

## Christmas Tree for Blind Children.

[The following relates to the Alexandra Kindergarten School for the Blind, Birmingham, and was supplied by the Matron, Miss E. Ferris.]

THE excitement began with a vague hint from Matron, that if Father Christmas were asked very nicely in a letter he *might* be induced to send a Christmas tree, and even to call and distribute the presents! The letter, composed by the children themselves, was written in Braille, Father Christmas, as is well known, understanding all languages. In a few days, back came a delightful answer, from Holly Cottage, Misseltoe Lane, Christmas Tree Town, and this was soon followed by the tree itself. Next day was Sunday, and the children, four or five at a time, had "a good look" at the Christmas Tree. It was eleven feet high. The girls were much interested in the rough stem and the tiny baby fir-cones. The boys, with a shout of delight, fell on their knees, crawled under the lowest branches, and closely investigated "the *lovely* 'Tub.'"

Next day, when the tree was hung with strange fruit, all the little people had another look. Great was the interest taken in the candles, in the glass balls, and in the tiny flags, but when it was authoritatively stated that there were four "things" on the tree for each child, the excitement rose to fever heat. The great day came. The little folks were seated round the lighted tree, and a small boy and girl went to the window, opened it and shouted for "Father Christmas!" They went first to one door, then to another and called and called again. The seated children listened. Rap! Tap!! Tap!!! and Father Christmas entered through a little supervision window! It was a dramatic moment! Striding across to the shining tree, he told us in his gruff voice what a long way he had come, and how much he wished we might one and all have "A Very Happy Christmas." The children did enjoy themselves. There was much speculation afterwards among the elder ones, as to the personality of Father Christmas. One was heard to remark: "When he spoke to *us*, he spoke in Father Cwismusse's voice, but when he spoke to Matron, he spoke quietly in Mr. Furman's voice."

Many thanks are due to the donors of the Christmas Tree and the many little gifts, also to all kind helpers, and to Mr. Thurman for his admirable impersonation of Father Christmas.

\* \* \* \*

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**THE BRAILLE LITERARY JOURNAL**, a monthly periodical for the Blind, containing original contributions and articles selected from high-class magazines, newspapers, reviews, etc.—No. 3, Vol. IV. (January 10th) now ready. Contents: The Camorra in Modern Italy, from *The Edinburgh Review*—The Definition of a Gentleman, from *How to develop Power and Personality in Speaking*—Hannah More: A Biographical Study, from *The Athenæum*—Russian Folk Songs, from "*The Times*" *Russian Supplement*—The Quality of Mercy, from *The Rosemary Booklets*. Price 1s. post free; 12s. per annum; Abroad 16s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

*Extract from a letter dated 26th November, 1911:*—"I feel that I cannot close this letter without congratulating you on the excellence of *The Braille Literary Journal*. The articles are splendid, and I am sure the magazine must be a great boon to all intelligent blind people.—E.W."

**THE BRAILLE MUSICAL MAGAZINE**.—No. 1, Vol. V. (January 20th) now ready. Contents:—Editorial—Music and Musical Literature by Blind Composers and Authors—Death of Herr Albert Englerth—Singing and Health—Special Items—"Staff and Braille Side by Side," with diagrams (*H. E. Platt*) (*to be continued*)—New Publications—Our Competition Series, No. 6—Our Tuners' Column—Tuners' Question Box—Correspondence—Hymns Ancient and Modern—The General Question Box—International Conference on the Blind at Exeter: List of Preachers and Organists—Items of Interest—Franz Liszt (from *The Times*) (*to be continued*)—Insets: "Madrigal" (being No. 19 of "Original Compositions for the Organ") (*Edwin H. Lemare*)—"The Desert" a Descriptive Song (*Louis Emanuel*). Price 1s. post free, or 6s. per annum, abroad 8s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

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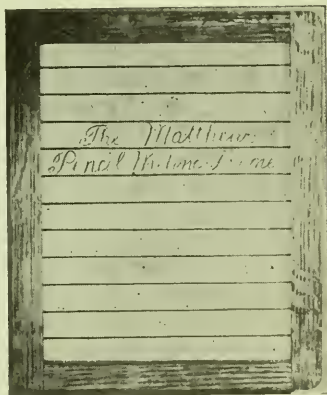
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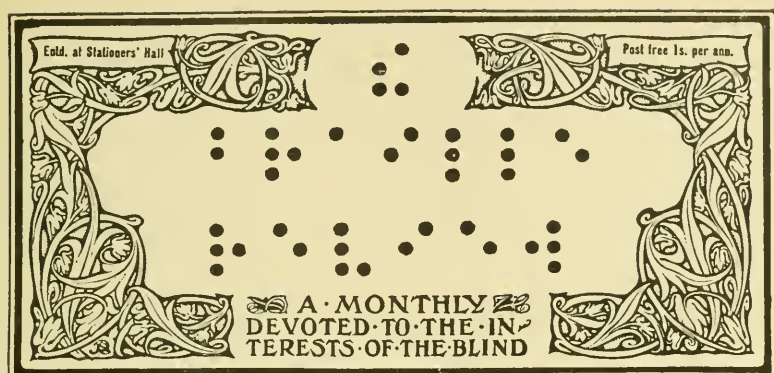
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VOL. X.

MARCH, 1912.

No. 3.

## The Utility of Congresses.

(By WALTER H. DIXSON, M.A.)

**A**S the majority of readers of this journal doubtless know, the fourth International Congress of the Blind and their friends is to take place in 1914 in London, and as it is hoped to make it the finest meeting of its kind held in this country, it is well that all those interested should co-operate in helping to make it so.

Unfortunately, there are some among us who take no interest in what is being done in this way. The cause of such an attitude is multiple. There are those among the Blind who do not care to be mixed up in any way with the work of their fellows. I myself know of a sightless man of considerable attainments, who has gone out of his way in order to keep out of mine, just because I am a blind man. A similar spirit is shown by those who refuse to avail themselves of special appliances, such as Braille reading, writing, etc. It has never occurred to them that it is far more selfish to make use of other men's legs than to go on crutches. Whilst we gladly make use of the help which our seeing friends are kind enough to give, we do not wish them to think that they must be perpetually on the spot in order to prevent us from being utterly miserable. To plume ourselves on being self-dependent by refusing the means of self-dependence is the quintessence of self-deception.

At the same time, there are many of a less individualistic turn who see no good in congresses. They define a congress as a gathering of persons who meet together, indulge in mutual back-pattings, pass solemn resolutions which nobody minds, and depart, the process being repeated at regular intervals. And it must be owned that this is a fair description of many congresses.

In the March and April numbers of *Progress*, 1883, there appeared a very short but able article on this subject from the pen of the late Dr. Armitage. In it he said: "It is certainly a good thing

for people engaged in similar work to meet and exchange ideas, and by becoming personally acquainted to get rid of the narrow prejudices which are so apt to arise from isolation; and a congress may be very useful, by drawing public attention to the subject, and by obtaining official recognition of points which have already been practically worked out." And he thus concluded the article: "There are many points which such a conference may deal with advantageously; and these are, especially, the best method of combination amongst the various societies, and the general adoption of those methods which, in this or other countries, have been found to be of practical value."

The opinion of so high an authority as Dr. Armitage is bound to carry weight, and, though he seems to think of a congress as an assembly of delegates from organisations only, we can cordially agree with him.

It is, however, interesting to note that he declares congresses to be of no use in the settlement of doubtful questions, and he instances cases where the decisions of one such gathering have been reversed by another. We, however, may beg leave to ask ourselves why this has proved the case in the past. We may readily admit that no problem is really settled by the counting of heads, either in a Blind conference or a British parliament, but there is no reason why either should not provide the means of arriving at a provisional settlement.

It is obvious, then, that a real purpose was served by conventions of the Blind and their friends, even when they took place at such irregular intervals that it was difficult to codify experience. Since 1883, however, very considerable changes have taken place. In the first place, co-operation is understood to-day as never before. Someone has said that by co-operation two and two can be made to make five; and those who meet triennially for a common purpose can learn to do so at other times. At the congress held in Edinburgh in 1905, Mr. Frew Bryden read a paper wherein he showed what good work was done by co-ordinating the activities on behalf of the Blind in the whole of Scotland. The outcome of his paper has been the gradual formation of unions of societies throughout England and Wales, and of the Union of Unions. We may even hear, in the future, of workshops specialising in their manufactures, and advertising each others' goods. Again, the discussion on the "Centralisation of Libraries" at Exeter is bound to have the most far-reaching effects.

Secondly, it has been discovered that much valuable work may be done by committees. The Braille music as we know it was settled by an international committee elected by a conference which met in 1888, whilst the school for defective Blind at Stormont House arose out of a report issued by a committee of the London Conference of 1902.

Thirdly, it is now recognised that it is not enough simply to convoke officials. Now, I do not intend to arraign the "mere"

official, for I have received much courtesy at his hands. He really does understand his special department, and he is sincerely desirous to advance the interests of that department. We may abuse him and his kind, but we cannot do without him. Why should we wish to? We ought rather to see that his efforts shall be as fruitful as possible. But he has his own difficulties, and he is under the temptation of thinking that his department is the whole service, and his office the hub of the universe. He has a position of great responsibility, and being teacher, beggar, and general advertiser, he will be a clever man if he does not bring his peculiar methods into every walk of life.

Now, what he needs is help, and that help must come from two classes, the Blind and the general public. And first let me deal with the Blind.

Perhaps no feature of the last conference held at Exeter was so pleasing as the number of Blind who took part in it, but this is only because they came in fewer numbers on previous occasions. After all, they are the people most concerned, and they ought to be in a majority. We want the Blind worker, though we recognise that the money is hard to come by in order to get him. We want the Blind teacher, and we must fix our gatherings, if possible, at a time when he can be present. And we want the Blind man who is independent of any organisation, especially if he have a certain amount of leisure, for it is he who will prevent us from becoming provincial. He ought to come and voice his needs, instead of grumbling that conferences do no good. For there is no solvent of class-differences like a common cause. It is upon the poor that blindness weighs most heavily, and the leisured or independent man ought to do something to lighten that burden.

But there is another class of persons whom we should like to see, and that is the general public. Of this aggregate some are subscribers to the work, but from lack of time and inclination they are subscribers only. Is it Utopian to hope that some of them might wish to have some insight into the manner in which that work is carried on, and the aims of those mostly concerned? And can we not bring the motive of curiosity to bear upon the mere indifferents, who either do not subscribe at all, or who give a subscription to get rid of the beggar? If such people cannot be brought from a distance, they might come to a meeting held in their own city.

I have spoken of the immediate participants in a congress, but it must be remembered that discussion is not its only aim. We want to make known both the capacities and the products of the Blind. But I will not impinge on a subject on which I know absolutely nothing, namely, the *modus operandi* of an exhibition.

How, then, are we going to make our next international congress a landmark in the history of the Blind? There already exists a committee, whereon the Blind are well represented, and this committee can draw up a plan. But it is not fair to expect it to do all the work. Those who want the conference must help to make it go, whether as accessories before the fact or as participants. They

must flood the committee with suggestions, they must try to induce every person and organisation interested to put in an appearance, and they must oil the wheels for the benefit of strangers.

But even when the public and the committee as a whole have done their duty, it is evident that other means must be found. It has been suggested that sub-committees, and even other committees, might take on the cares of the central body: the entertainment and comfort of members coming to, remaining at, and leaving the conference, especially foreigners; the arrangements for Conference Sunday, the musical side, the other ways of attracting the public to the exhibition, and the introduction of members to each other. We are to have a certain amount of paid assistance to Mr. Stainsby, our new secretary, and probably much of the work above referred to would be better done by extra voluntary secretaries than by committees.

The date of the congress will be a question of some difficulty, for in this matter it is obvious that we cannot please everybody.

Housing is a problem worthy of consideration, and the idea of chartering a hotel in London near to the place of meeting seems a good one. For, after all, the object of the members is to confer, not in public only, but in private. We must therefore see to it that no one is isolated against his will.

The gathering will doubtless open with services on the preceding Sunday, with blind clergy and blind organists. London being a big place, only the most important churches should be selected, and, in order to distribute the influence as widely as possible, the same church should not have both a blind clergyman and a blind organist, except in those cases where a blind man is permanently attached to a given place. The authorities of those schools which have choirs might be consulted as to the use which could be made of those bodies. If we can get such leading lights as the Bishop of London, or the Revs. G. Campbell Morgan, Dr. Clifford, R. J. Campbell, and Father Bernard Vaughan, with Dr. Stanton Coit, to speak of our movement, so much the better. If the number of blind clergy runs short, blind laymen might preach in those places where this is permissible.

At an international congress at least half the papers should be read by members from the colonies and foreign parts. Besides those prepared by experts, we should have some which embody special experience, such as that of a teacher of the Blind (preferably a blind man), or a blind lawyer, a blind clergyman, a blind man in business, or a blind worker (I do not mention superintendents of institutions, for we are not likely to forget them). A paper on an academic subject should be read, as it gets it out of the way. Such a subject is "The State and the Blind," on which we are all burning to say something. Special treatment should be accorded to blind women. Mr. Stainsby's remarks on this subject at Exeter were quite neglected. It would be no bad idea to devote a paper on "How a conference should be managed." Of course it would be read by one not actively concerned in the getting-up of this one.

A paper was read at our last gathering by Mr. Stainsby on "After-Care and the better and more general employment of the Blind," but in spite of the excellent suggestions therein contained the majority of those present had little or nothing to say about "After-Care." Might not this omission be remedied by a review of the reader's remarks on the subject, to be presented to the coming congress by, say, a German expert.

Those who have at heart the welfare of the Blind should be asked to make up their minds as to what part, if any, is going to be played by Esperanto in broadening their ideas. As there are, to say the least, hundreds of Blind Esperantists scattered throughout the world, there should be no difficulty in finding a speaker who would adequately voice their aspirations.

And now as to debates. The opener of the discussion should be prepared beforehand, but we must not have our dialectic over-organised. Nothing would damp the individual more completely than a succession of written speeches. At the same time, it is evident that many would like to discuss a matter without making a speech, and for the benefit of such persons questions might be invited before the regular discussion. After all, we want as many as possible to take part in our deliberations, but for this very reason they must be encouraged to be concise. We do not want cards sent up to the chairman before the paper has even begun.

I suppose that most of our meetings will be held in one of London's small halls, but the concert and the public lecture by a blind man should, if possible, be in the Queen's Hall.

At Manchester, in the middle of the week, the tension was slightly relaxed by a visit to Liverpool. Something of this kind might be done in 1914, when we could journey out, say, to Norwood.

One word about stewards. Our chairmen will be selected rather for their importance than for their knowledge of the matter in hand. One of the stewards, or even the whole of the committee, should be at the chairman's side in case of difficulty. In the same way, a steward should be at the side of the host and hostess at functions, to introduce the members to one another on their entry into the hall. In spite of all precautions, a few of those at Exeter were left far too much to themselves.

And finally, the private discussions must be arranged in such a way that their findings can be ratified by the whole congress.

There will still remain the question whether foreigners or inhabitants of Greater Britain should be elected on our congress Committees.

My object in writing this articles has been, not to lay down the law, but to excite discussion. The congress committee are the servants of the Blind and their well-wishers. I hope, therefore, that the readers of *\*Progress* will suggest subjects for papers, along with methods of promoting the general success of the congress, and of making it the great international gathering which we all wish it to be.

\*This paper was specially written for *Progress*, but being of far-reaching interest is reproduced here.—EDITOR.

## Embossed Music Fund.

THE object of this fund is to assist in the production of more music and musical literature, and for this purpose it is very desirable that a sum large enough to invest (from £500 to £600 is aimed at) should be realised. At the Exeter Conference in July last Sir Francis Campbell very kindly made up the amount then received to £50, and this amount has been since slightly increased, but so far the appeals made through the *Braille Musical Magazine* have only produced a minimum response. Assistance may be rendered in the following ways :

- (1) By getting up a concert, recital, or entertainment for the fund.
- (2) By sending a contribution.
- (3) By sending to the secretary the addresses of likely contributors.
- (4) By taking a collecting card for small contributions.

Full particulars may be obtained from the secretary, Mr. H. C. Warrilow, 10, St. Margaret's Road, Oxford, and contributions may be sent either to the secretary or direct to the treasurer, Mr. P. V. M. Benecke, M.A., Magdalen College, Oxford.

\* \* \* \*

## Obituary.

WE regret to announce the death, at his home in Wakefield, on 19th February, of Mr. C. H. Spencer. Mr. Spencer was an Honours Graduate of Cambridge, and was engaged in secondary school teaching when his sight became defective. This made him turn to work in schools for the Blind, and after a temporary engagement at Worcester College he joined the staff of Henshaw's Blind Asylum, Manchester, in May, 1908.

In the preparation of boys for Matriculation, a task which occupied most of his time for the next three years, he was eminently successful. Towards the end of 1911, however, his health became impaired and he was invalided home in the hope that a year's rest would restore him to strength. It was ordered otherwise, and his early death comes as a shock to those with whom he lived and worked. Of Mr. Spencer much might be said. His influence on his boys, in whom he took a keen personal interest, was strong and stimulating. He was himself of a wide intellectual outlook, deeply interested in many matters, from chess to the philosophy of religion, with a lively relish for talk and discussion, for the fence of wit and argument. In all matters relating to the Blind his knowledge was thorough and his interest sincere. He was especially attracted to the field of psychological enquiry, a region which he was, by his powers of analysis and criticism, particularly well qualified to explore. Now that he is gone it is idle to dwell upon the might-have-been—enough to gratefully acknowledge that he was a scholar, a student, and a teacher whom the blind world can ill afford to lose.

## Association Notes.

**THE BRAILLE LITERARY JOURNAL**, a monthly periodical for the Blind, containing original contributions and articles selected from high-class magazines, newspapers, reviews, etc.—No. 1, Vol. V. (February 10th) now ready. Contents: Editorial—The Sun: Light and Life of the World, from *The Edinburgh Review*—The American Yellow Press, from *The Fortnightly Review*—Englishmen in South America: Admiral Vernon, from *The Times South American Supplement*—Checking Water Waste, from *Review of Reviews*—Nature Notes: A Pheasant's Unusual Nesting Place, from *The Scotsman*—Price 1s. post free: 12s. per annum; Abroad 16s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

*Extract from a letter dated 26th November, 1911:*—"I feel that I cannot close this letter without congratulating you on the excellence of *The Braille Literary Journal*. The articles are splendid, and I am sure the magazine must be a great boon to all intelligent blind people.—E.W."

**NEW CATALOGUE.**—We have pleasure in announcing that the Association has just issued an enlarged, revised and re-arranged Catalogue of Books and Appliances on sale. Copies in letterpress will be sent free on application. We earnestly invite teachers of the Blind carefully to peruse this Catalogue, especially the list of School Books.

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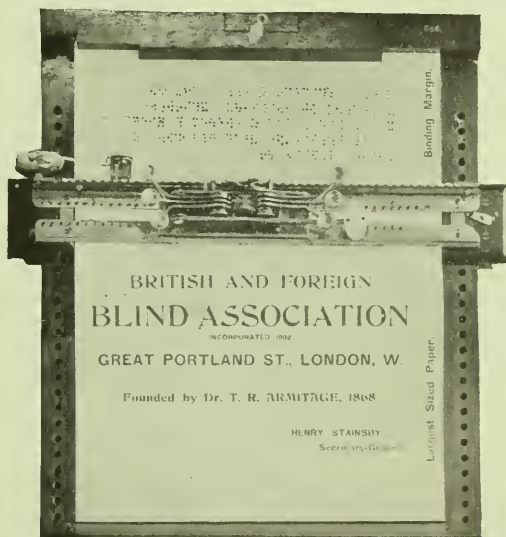
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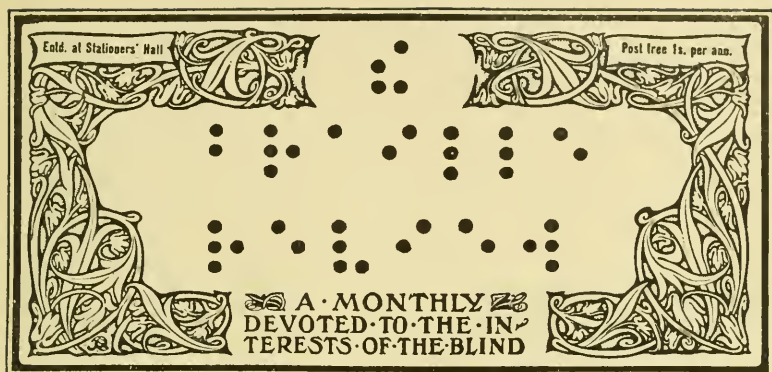
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VOL. X.

APRIL, 1912.

No. 4.

## The Conference in 1914.

BY W. H. TATE.

THE interesting article contributed to the February issue of *The Braille Review*, by Mr. W. H. Dixon, M.A., of Oxford, upon the "Utility of Congresses" contained, as might be anticipated from such an observant and thoughtful writer, many helpful suggestions worthy the serious consideration of those who desire that the Conference to be held in London in 1914 shall constitute "a Landmark in the History of the Blind," not only in this country but throughout the world.

That such an object is eminently to be desired, and also reasonably possible, will be readily admitted by most of those who have attended the series of triennial Conferences, inaugurated at Westminster under the auspices of the Gardner Trust for the Blind in 1902, and who have followed with close attention the various developments—educational, industrial and philanthropic—initiated, and in several instances carried to complete success, as the result of those deliberations.

Who can recall, for instance, the controversy that took place upon the subject of "Uniform Braille," introduced by Mr. W. H. Illingworth, in 1902, without realising that that discussion brought about results of the highest importance. The self-denying efforts of the Committee then appointed not only eventually secured the adoption of "Revised Braille," Grades I., II. and III., as the approved media for all educational and literary work in this country, but by the tactful adjustment of all difficulties placed a large section of the English-speaking Blind throughout the world under the deepest obligation. The necessity for most adequate knowledge of the Blind and their needs, touched upon in the paper on the "Central Bureau," although not realised in the manner therein suggested, has since become an essential feature in the work of the "Unions" of

Agencies and Societies for the Blind established throughout England and Wales, and has probably helped to promote the greater solidarity among institutions, etc., which now exists.

The Conference at Edinburgh in 1905 formulated and emphasised in a remarkable way the opinions of experts in regard to several sections of work for the Blind, notably in the papers upon "The Better and more General Employment of the Blind," by Mr. Colin Macdonald, and upon "The Outdoor Blind of Scotland," by Mr. J. Frew Bryden. It is much to be regretted that the valuable suggestions offered by Mr. Macdonald, indicating the lines along which further progress might be attained, and which secured the enthusiastic approval and support of the Conference, are still unrealised. Although an influential Committee was appointed to consider the matter, and to take steps to bring about such united action among the various societies and institutions as should secure a practical issue, the efforts of the Committee have been to a large extent in vain, many authorities being strangely indifferent, although the subject is admittedly one of the utmost urgency and importance. Notwithstanding these drawbacks, however, there have been many indications of progress in other directions. The exhibition of industrial and educational work, held during the Manchester Conference in 1908, abundantly illustrated that although collective action could not be secured, many of the Institutions, Workshops and Schools were making strenuous efforts to advance, the exhibits of their students and workers being in numerous instances characterised by the greatest accuracy, neatness and skill.

The recent Conference at Exeter (July, 1911) presented features of even greater interest than at any of the previous Conferences, in that blind delegates were present in larger numbers, and contributed to the success of the proceedings in a number of ways that were at once the admiration and delight of their sighted colleagues. One of the most memorable of these was the paper upon "Pensions for the Blind," by Mr. Alric Lundberg, a blind delegate from Sweden. Although the reader held in his hand a copy of his paper in Braille (copies of which in ordinary type had already been circulated among sighted delegates, and in Braille among those who were blind), it was noticed that Mr. Lundberg never referred to it, but to the amazement of those present delivered the whole of his lengthy, well-conceived, and admirably-expressed composition entirely from memory, and though written and spoken in a language not his own, without the omission of a single word.

It may be confidently affirmed that the Conferences hitherto held have rendered valuable service to the cause of the Blind; have brought about many improvements in the administration and staffing of Schools and Workshops; have raised the standard of efficiency of both teachers, pupils and workers, and have given to many representatives and Committees of Institutions, etc., much valuable encouragement and helpful stimulus.

It is therefore eminently desirable that the arrangements for the Conference to be held in London in 1914 should be taken in hand

with the utmost courage, energy and enthusiasm, and be organised on a scale commensurate with the occasion and its opportunities, being directed on the one hand to securing *complete unanimity* of aim, purpose and endeavour among the various Institutions, Workshops, Schools and Societies throughout the United Kingdom, and on the other, to bringing adequately to the knowledge of the public (especially the members of the Legislature and those having the direction of State affairs), the enormous advances that have been made in the blind world during recent years in the domains of Educations, Industry, Art and Literature. The Conference could thus be made a fitting opportunity of demonstrating to the nation that blindness is not an insuperable bar to the attainment of an earnest, useful and happy life, inasmuch as numbers of the Blind have become men and women of the highest talent and integrity; moreover, they should not, as a class, be regarded merely as objects of charity, but should be encouraged to rise superior to their affliction, and by the aid of suitable education, training and environment be enabled to become, to an ever-increasing extent, useful and beneficent members of society.

The Conference should take place in some large hall situated in the neighbourhood of the Houses of Parliament, so that in case any of the discussions should bear upon subjects of specific public interest, as "Education" and (say) "The Attitude of the Education Department to the Employment of Blind Teachers"; "The Local Government Board and the Blind Poor"; "The Insurance Act and the Blind in Institutions"; "The Better and More General Employment of the Blind," etc., it may be possible to secure the presence, without much personal inconvenience, of Members of Parliament and gentlemen of influence interested in such matters. In view of the special attractions of the Metropolis, especially to visitors from other countries, it might be desirable to arrange the sessions somewhat differently from preceding sessions. The morning sessions could be reserved for the larger subjects, as "Employment," "The State and the Blind," etc., etc.; and the afternoon sessions set apart for sectional meetings upon such subjects as "Music," "Physical Training," etc., which appeal only to a limited number of delegates. It might thus be possible in the afternoons for two meetings to be going on in adjacent rooms at the same time. Specific demonstrations by every section of the educated Blind—organists and choirmasters, elementary and high school teachers, etc.—should be arranged. In view of the difficulty which has arisen in obtaining appointments for blind teachers in Council and other elementary schools for the Blind, notwithstanding the excellent results obtained by such teachers in London and elsewhere, permission should be obtained from the L.C.C. for classes of blind children to be present on appointed days and hours, for the purpose of enabling blind teachers to demonstrate their methods of teaching, and the valuable work they are so well able to do if only suitable appointments are provided for them.

In addition to the opportunity suggested by Mr. W. H. Dixon for enabling the public to hear blind clergymen, ministers and organists in various churches and chapels on Conference Sunday, a special afternoon session might be set apart for the purpose of enabling blind organists who are also competent choirmasters to have an occasion for showing their skill and efficiency as choir trainers. This session might be presided over by a church musician of high standing, as Sir G. C. Martin, Organist of St. Paul's Cathedral, and bishops, clergymen and leading ministers of various denominations might be invited, with a view to the removal of much prejudice that exists on this subject to the detriment of the Blind.

In addition to a representative concert by blind artistes of the works of blind composers, as so successfully carried out at Exeter, it might be desirable to provide a second concert consisting of compositions by the most renowned classical and romantic composers, in order to illustrate that when adequately trained blind artistes are fully competent, and do not need to fear comparison with sighted performers of high rank. The programmes for each of these concerts should be of such a nature as to attract the attention and interest of the leading musicians and musical critics of the Metropolis, hereby securing not only increased publicity, but what is even of greater value, viz., the recognition and encouragement of blind artistes by the heads of the musical profession.

The informal session at Exeter at which blind delegates discussed two or three matters of direct personal moment to themselves was of much interest to those sighted delegates who were able to look in, and it might be well to set apart one of the afternoon sessions for a similar meeting at the next Conference.

Among the arrangements for recreative purposes perhaps it may be possible to arrange a dramatic performance by the Blind. This would be a new feature, well within the possibilities of the educated Blind resident in London. In America, competitive gymnastic teams representative of the various schools at Overbrook and elsewhere have given displays that have excited considerable interest.

Should a garden party be thought of, a "Kinderspiel" by blind children, somewhat on the lines of the one given by the children at Henshaw's Blind Asylum during the Manchester Conference, would add greatly to the pleasure of visitors.

The exhibition should be on the largest possible scale, and should include examples of every branch of industrial, educational, and ameliorative work by and for the Blind from the British Institutions and the best of those in other parts of the world.

At the Exhibition held in New York last year the President of the United States performed the opening ceremony. Possibly His Majesty King George might be sufficiently interested to accord not only his patronage, but also to act in a similar manner, if the arrangements of the Conference and Exhibition were of such an outstanding character as to constitute the occasion not only an event of national but of international importance.

The expenses of such an undertaking would necessarily be much larger than heretofore, but the opportunity is a great one, and if taken full advantage of may yield such far-reaching results to the Blind as to more than justify the various Institutions and Societies in making larger donations towards the cost.

When once the Conference Committee has decided upon the main scheme, it may be desirable in view of its magnitude that the Committee should divide itself into two or three Sub-Committees, each concentrating its energies upon one specific branch of work.

One section should certainly undertake the special duty of promoting whole-hearted co-operation among the Committees of the various Institutions. Whilst the Conferences at Edinburgh, Manchester and Exeter undoubtedly rendered excellent service to the Institutions participating in them, it was still a regrettable fact that several important Institutions were comparatively unrepresented and apparently quite indifferent as to their success. It should be one of the objects of the Conference Committee that the Conference in 1914 shall be, in fact as well as in name, representative of every organisation, large and small, that is seeking to benefit the Blind of the United Kingdom, and that if necessary, deputations be appointed to wait upon the Committees of Institutions, etc., and urge upon them the desirability upon this occasion of absolute unity of action all round.

\* \* \* \*

## The Utility of Congresses.

### CORRESPONDENCE.

The Editor, *The Braille Review*.

SIR,—Though the warmth and brilliancy of Exeter must still be undimmed in many memories, and it may still seem a far cry to the London Conference of 1914, one cannot read Mr. Dixon's article in your last month's issue without being interested and stimulated. It is a happy knack he has—more easy to admire than to possess.

There is only one aspect of the question on which I am inclined to disagree with Mr. Dixon, and that is the advisability of weighing up the comparative representation of blind and seeing on Committees and as readers of papers. This is a matter which, to my mind, has been in danger of over-emphasis ever since the Manchester Conference. Is not the more fundamental criterion, fitness for the position, entirely irrespective of sight or no sight? If the duty to be discharged requires the possession of a blind man's standpoint, then a blind man should naturally be appointed, but his primary qualification will be his fitness, his blindness only a pre-determining factor. This may be a somewhat academic point, but academic points are notoriously expansive in scope and can be, besides, exceedingly practical in application.

One positive suggestion which has been made before with regard to the programme may bear repetition, *i.e.*, the occasional division of the Conference into sections, thus increasing the number of topics which can be tackled in the week, and giving a valuable specialisation to speakers and audience. It is true that there are gentlemen who take all knowledge on blind matters to be their province, but to borrow a euphemism from Browning, their reach, in many cases exceeds their grasp, and the speaking suffers from the lack of a self-denying ordinance. There are, of course, matters in which all members are interested — After-Care, State Aid, Infant Blindness, Libraries, and so forth, and these would, as formerly, claim the undivided attention of the Conference. Dissection would come in when the matters to be handled were of more specialised interest. Thus we could have in one room a lively debate on the *pros* and *cons* of collective buying and distribution of raw material, and in another at the same time a confluence of opinions on Kindergarten curricula. The mornings might be devoted to subjects of universal appeal, each afternoon to a couple of papers of narrower scope. As a teacher I might be inclined to go further. Why should not education have a whole section to itself? That would mean, according to this suggestion, that some aspect of education would be taken up every afternoon. Even this unprecedented allowance of, say, four sessions would not exhaust the subject; it need not exhaust the members, for those who found the topics or the treatment wearisome—and, to be frank, education is a specialised theme which does not appeal to all—could give their attention to the other matters under discussion at the same time. It would be of practical utility to schools for the Blind, and it might serve as an effective inducement to teachers to attend the Conference.

There has been, too, at recent Conferences, a growing tendency to hold small informal meetings upon this or that particular branch of work. There is a danger, I think, in the indefinite extension of such a practice, and one of the surest antidotes to degeneration in this direction would be the formal recognition of these meetings in the week's programme, by raising them to the level of Conference Sessions.

With sincere thanks to Mr. Dixon for his practical and suggestive article.—Yours faithfully, J. M. RITCHIE.

\* \* \* \*

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A friend has kindly offered a prize of 5s. for the most concise and correct expression of five possible reasons for the gradual exclusion of blind teachers which seems to be in progress. After each reason a remedy must be added. Competitors must either be blind or workers for the Blind. Other things being equal, preference will be given to reasons and remedies written in the fewest words.

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\* \* \* \*

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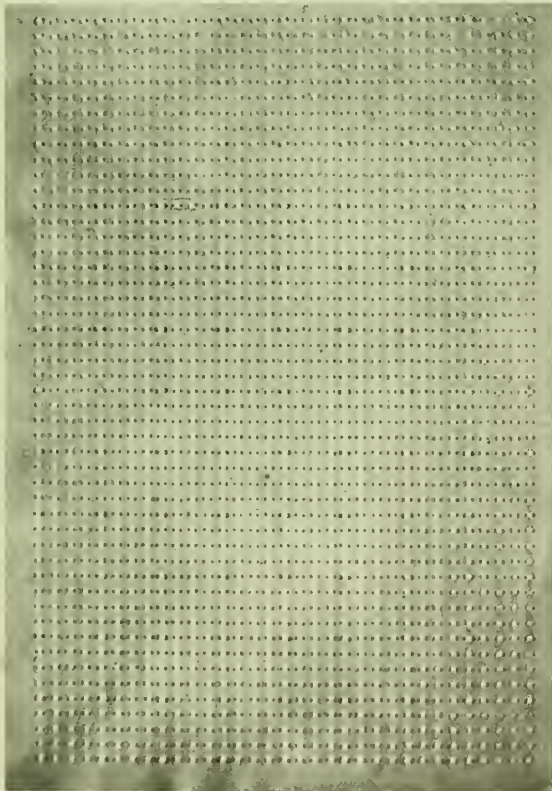
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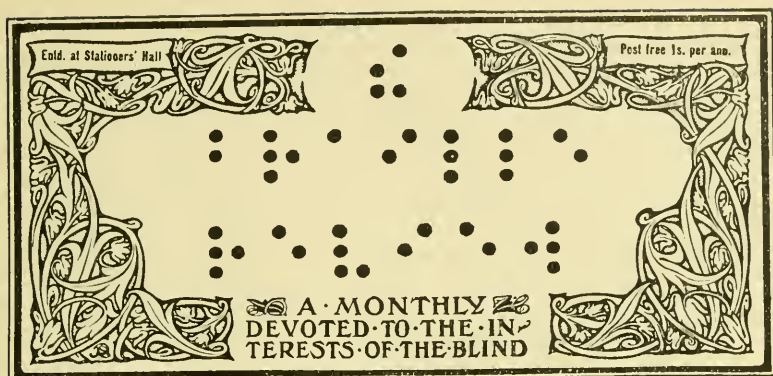
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VOL. X.

MAY, 1912.

No. 5.

## The Blind and the Census of 1911.

With Statistics as to the Cause of Blindness.

By W. C. ROCKLIFFE, M.A., M.B., CANTAB., M.R.C.S.

**U**NDER the above heading *The Blind*, of October, 1911, published a most interesting paper by Dr. Bishop Harman, clearly showing the utterly worthless value of the present Census returns as to the number of those actually blind in the United Kingdom, especially as in the 1911 Census the returns were made under the heading of "Totally Blind," without any definition of the meaning of the term.

This at once raises the question to which, for many years, I have been trying (in vain) to obtain an answer, viz., "*When is a person to be considered Blind?*" or, in other words, "*What amount of defective vision should qualify an individual to be classified as blind?*" and so entitle him or her to be not only included in the Census returns as Blind, but also eligible for one of the many blind charities, or (as an inmate or member of any blind Institution) privileged to claim the benefits of the said Institution, as entrusted by the British public to the various Committees to be expended for the benefit of the Blind.

Hence the simple question, "*When is a person to be considered Blind?*" With the above object those of your readers who were present at the Conference—on matters relating to the Blind—held in London in 1902, will recollect my reading a paper on this particular subject, and in the discussion that followed the Registrar-General stated that further enquiry into the statistics of the Blind returned in the 1901 Census in Ireland showed that less than four-fifths of the number originally stated to be blind in the schedules were "totally blind," which, he presumed, meant "had no preception of light," adding that in 1911 they might endeavour to make such enquiries as would enable them to say more positively whether the people returned as blind are totally

or only partially blind. Again, in March last, I wrote to the *Yorkshire Post* previous to the taking of the Census, and forwarded a copy to the Editor of *The Blind* on this matter, together with several Institutions, etc., including an official of the North of England Union of Blind Societies, etc., who had published figures relating to the number of their Blind, asking "What standard of defective vision they recognised in the statement of their numbers?" and in every case I found they had *no* standard of measurement. Surely, with such unsatisfactory replies, a definite line ought to be fixed, in order that the public may not be misled when they are accused of insufficiency of workshops, accommodation, support, etc., as a proof of the necessity of State aid, which has been followed by the recently proposed "Blind Aid Act."

I therefore read with much pleasure Dr. Bishop Harman's paper, in which he states correctly that "The Census paper failed to obtain anything like a proper enumeration of persons who were '*blind for the practical purposes of life.*'" No one with any knowledge of the Blind can take any objection to this, especially as some of your readers may recollect, at the London Conference of the Blind in 1902 above referred to, in answer to my question to the Registrar-General, as to "when a person should be considered blind?" I was told that he supposed a man was blind "when he could not see." Comment on this is unnecessary; but when (as recently) one of our leading Blind Pension Societies refused a deserving case who can only count fingers at a distance of 3 feet (and that at the outer side of his field of vision only), on the grounds that he had too much sight, surely some more scientific definition of the Blind is sorely needed than "Blind for all practical purposes." Dr. Bishop Harman states that a man who can find his way about in ordinary traffic, *and read* printed matter at his own distance, does not consider himself blind. But, so far as moving in traffic goes, I know several men with barely or no perception of light who can go anywhere, notably one case of a tramp who had two shrunken eyeballs, yet possessed of a sort of instinct peculiar to some blind—as to some animals—who could find his way, not only in ordinary traffic, but throughout the country, unaided. This man in question, in passing through Hull en route to Newcastle, with no perception of light, called on me for assistance, and in reply to my interrogation accurately pointed out in my room the position of Beverley, his first point; and further, I accidentally met him later, traversing by himself the bye streets of Hull, in the right direction; *but* if a person can *read* at *any* distance, I should not consider him blind. Hence my division into *Blind* and *Defective vision*, or, as Dr. Bishop Harman terms it, "Partially Blind."

So far as the education of children is concerned (which, by the way, seems to be the principal source of Dr. Bishop Harman's information), the Act has it plainly defined that "Those who are unable to read the ordinary school type" must attend a blind school.

For educational purposes this may, with or without a Myope school, be accepted, but I know a sporting *youth*, in a blind school, who *regularly read the football and cricket news*, together with the latest betting on all coming horse races, for the benefit of his less privileged confrères, although possibly not to their advantage. Surely this lad could, or should not be classified as blind. The public idea being (as the then Registrar-General above quoted stated) "That a man is blind when he *cannot see*." But, notwithstanding the acceptance of the above Education Committee definition, further cases of defective vision who have always been treated as blind (and probably returned by their parents as such in the census paper, their views being corroborated by the Act, compelling this child to attend a blind school), and who were most proficient on leaving the blind school, in Braille, etc., but had never been taught the ordinary sighted type (as *not being part* of their Blind School curriculum) have learned to read good-sized print after leaving the Blind School. This again clearly shows that our Education Department is not perfect in its definition of Blindness.

There is no doubt that the census, to be of any statistical value, should divide those with imperfect sight into—1st, "Blind," 2nd, "Defective Vision," as proposed to the Registrar-General by the deputation who waited upon him on this subject, and it is disappointing that he did not think fit to act on their and his own (or his predecessor's) above-quoted 1902 Conference suggestion, in the Census of 1911.

Referring to the above-mentioned letter to the *Yorkshire Post*, I stated that those with defective vision can be divided into three classes :—

- (1) NO PERCEPTION OF LIGHT. These only, I contend, are "Totally Blind."
- (2) INCLUDES THE INTERMEDIATE CLASS (and this is where the difficulty asserts itself). Again the subdivision comes in with—
  - (a) Those who *can* differentiate, *i.e.*, able to count the upheld fingers at varying distances.
  - (b) Those who *cannot* differentiate, but can only see an object (*e.g.*, the hand) moving at varying distances from the face.
- (3) THOSE ABLE TO READ THE ORDINARY TEST TYPE, *viz.*,  $\frac{6}{60}$ , *i.e.*, can read at a distance of 20 feet what a normally-sighted person can read at 200 feet; these are not blind.

It is clear that Class 1 is blind in every sense of the word, and Class 3 is *not* blind in the true meaning of the term.

Class 2 requires a further definition, and it was on this point that I solicited in my letter the opinion of those who had funds, etc., placed at their disposal for the benefit of the blind. Alas, no one ventured an opinion, as above stated. I also forwarded a copy of the *Yorkshire Post* letter to the Editor of *The Blind*, who, however, did not honour me by its insertion, and the matter dropped until the recent publication of Dr. Bishop Harman.

My personal definition of Class 2 has for many years been that only those included under the above section (b), and of section (a) *only* those who *cannot* differentiate (that is, count fingers) at a greater distance than 3 feet, *should be classified as Blind*, and I based my argument on the practical fact that a basket-maker, ship-fender maker, cane chair seater, etc., who could do more than this, could distinguish his rods, strands, and canes, thereby placing his less fortunate fellow-workmen at a considerable disadvantage, especially where a bonus at the end of the year is divided in proportion to the wages earned.

In Hull we have found this definition most satisfactory, and one on which the "Free Tram Rides," recently granted by our Corporation, has been based without any conflicting opinion; as a matter of fact, only about six of the applicants for Free Tram rides could count fingers even at 3 feet, most having considerably more or less defect of sight.

I had some conversation in London with my friend Dr. Bishop Harman on this subject in May last, and whether our discussion had any weight with his views or no I cannot say, but I note he also defines the blind, "As those whose vision does not enable them to do more than distinguish fingers up to the distance of 1 metre." This, of course, is practically the same definition as my own.

Those who are classified as "partially blind" (and probably, if young, educated in a blind school) are certainly the class needing assistance at any time, but especially on leaving school; but with my above definition many are ineligible to participate in Workshops and Funds contributed for the Blind. To benefit these we in Hull admit them under the title of "Defective Sight" to our Workshops as journeymen, and further include them in Special Entertainments, such as Summer Outings and Christmas Distribution of gifts, and also occasionally give them clothing, etc., from our Sick Benefit Branch, but they do *not* participate in our bonus on wages earned, or the full benefits of our Sick Benefit, etc., Branch. All, however (reading Braille, etc.) have the use of the library and our Dining Room, where occasionally free dinners are provided, and I would suggest this to other towns as a means of assisting this class, as well as being able to keep an eye on their moral and spiritual welfare.

Further, I limit the amount of defective vision in those classified as partially blind (*in section a*) to those who, although able to differentiate at a greater distance than 3 feet, yet are unable to see more than  $\frac{6}{80}$ ; *i.e.*, I exclude from this class those who can see at 20 feet what a normally-sighted person can readily define with or without glasses at 200 feet.

Bearing on this subject, I have it from the Registrar-General that the 1911 statistics of blind persons are not yet available, but that the 1901 returned the blind—

Of the United Kingdom, as 32,823 in a population of 41,458,721, *i.e.*, 1·263 per 1,000.

Of Hull, as 214 in a population of 240,259, *i.e.*, 1·122 per 1,000.

We believe the Hull Blind Institution includes every really blind person in the City and suburbs, and the number on our list in 1901 was 189, so that with my above definition as to when a person ought to be classified as blind, probably 25, or about 10 per cent., of the 214 returned in the census of 1911 should really have been classified as "Defective Vision," or "Partially Blind." If this is correct, it would reduce the actual number of blind in the United Kingdom in 1901 from 32,823 to 29,543, or thereabouts.

During the 28 years that I have been intimately connected with the Hull Blind Institution, there have been enrolled on our Books 590 persons unable to count fingers (*i.e.*, to differentiate) at a greater distance than 3 feet, every one of whom I have personally known and examined, so that the following figures may be taken as fairly accurate, and of interest as bearing on this subject. Of these 590—of all ages from 4 days to 96 years—331 were males and 259 females—590.

THE CAUSES OF BLINDNESS included :—

Atrophy of the Optic Nerve ..	160	Detached Retina ...	18
Ophthalmia Neonatorum ...	91	Retinitis Pigmentosa ...	12
Glaucoma ... ..	82	Congenital Cataract ...	3
Iridochoroiditis (under which		Microphthalmos ...	3
term I include general		Purulent Ophthalmia in	
disease of the Tunica Vas-		the Adult ... ..	2
culosa) ... ..	60	Pyæmic Panophthalmos ..	2
Sympathetic Ophthalmia ...	37	Congenital Amaurosis ...	2
Leucoma—		Kerato-Malacia ... ..	1
Inflammatory ... ..	32		
Traumatic ... ..	2		540
Congenital ... ..	2	Cause unentered ...	50
	36		
Shrunken Globe ... ..	31	Total ... ..	590

<i>During the decades :</i>				Number	From complete		
				became blind.	Atrophy Optic Nerve.		
Age	1 to 10	...	...	115	...	...	10
"	10 " 20	...	...	42	...	...	9
"	20 " 30	...	...	47	...	...	16
"	30 " 40	...	...	62	...	...	36
"	40 " 50	...	...	85	...	...	51
"	50 " 60	...	...	57	...	...	22
"	60 " 70	...	...	73	...	...	13
"	70 upwards	...	...	47	...	...	5
"	unentered	...	...	62	...	...	—
				590	...	...	160

OF THE 160 ON OUR BOOKS BLIND FROM ATROPHY—

In 1884	there were	...	...	37
Added between 1884-1894	"	...	...	20
" 1894-1904	"	...	...	90
" 1904 to Dec., 1911	"	...	...	13

Whether this decrease in number during the last seven years is due to recent advanced Cerebral Surgery or no, I could not say, but it certainly gives the impression that it is not unlikely.

I believe "Ophthalmia Neonatorum" is generally considered by the public to be the primary cause of blindness. Doubtless in years gone by this was so, but from my above figures it is clear that to-day "Atrophy of the Optic Nerve" ranks first and foremost, and clearly much has yet to be discovered in the preventive and therapeutic treatment of these cases. Further, atrophy occurs in the middle decades of life, especially between the ages of 40 and 50. Another point of interest is that death usually follows Spinal Atrophy in 4 or 5 years, while those with Cerebral Atrophy live a much longer period, as the following charts show:—

#### OF THE 115 BLIND AFFLICTED DURING THE FIRST DECADE OF LIFE—

Were due to :		Were due to :	
91	Ophthalmia Neonatorum.	3	Microphthalmos.
10	Atrophy of the Optic Nerve.	2	Congenital Amaurosis.
3	Sympathetic Ophthalmia.	2	Congenital Leucoma.
3	Congenital Cataract.	1	Kerato-Malacia.

#### OF THE 91 OPHTHALMIA NEONATORUM—

Those blind from this cause on the Hull Blind Institution				
books numbered in 1884	...	...	...	53
Enrolled between 1884 and 1894	...	...	...	20
„ 1894 „ 1904	...	...	...	16
„ 1904 „ December, 1911	...	...	...	2
				91

This very satisfactory and steady decrease is undoubtedly due to the many means that have been circulated to prevent this terrible malady, in addition to compulsory notification.

#### OF THE 37 BLIND FROM SYMPATHETIC OPHTHALMIA—

From 1884 to 1894	...	23	were on the books.
„ 1894 „ 1904	...	10	„ enrolled.
„ 1904 „ December, 1911	...	4	„ „

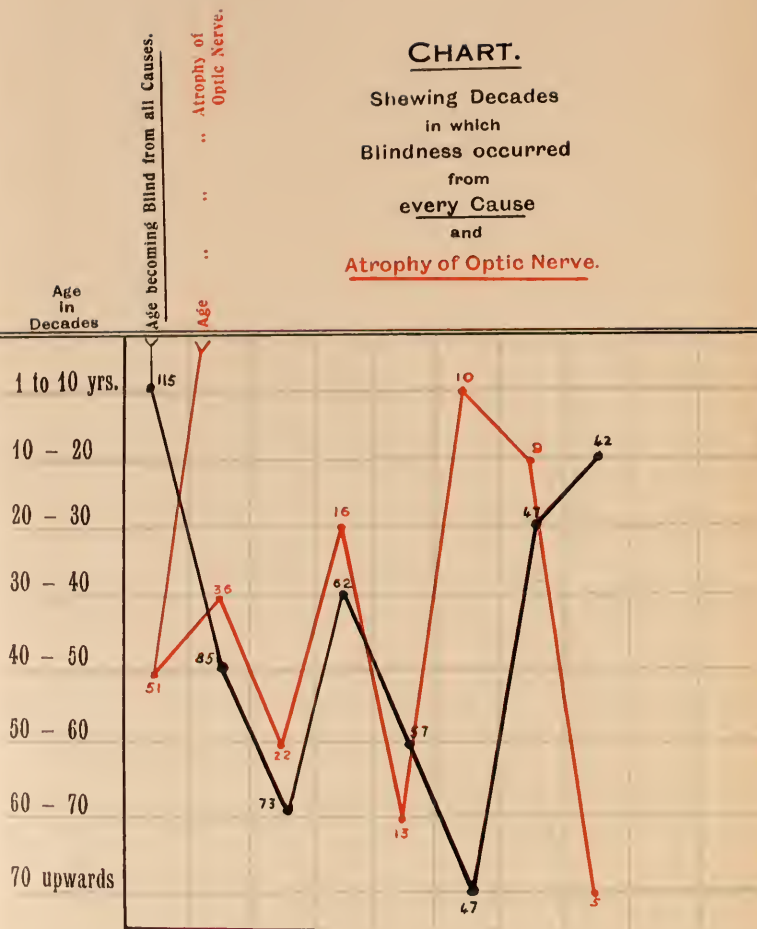
This decrease is undoubtedly due to advanced Ophthalmic knowledge and treatment.

#### OF THE 82 BLIND FROM GLAUCOMA—

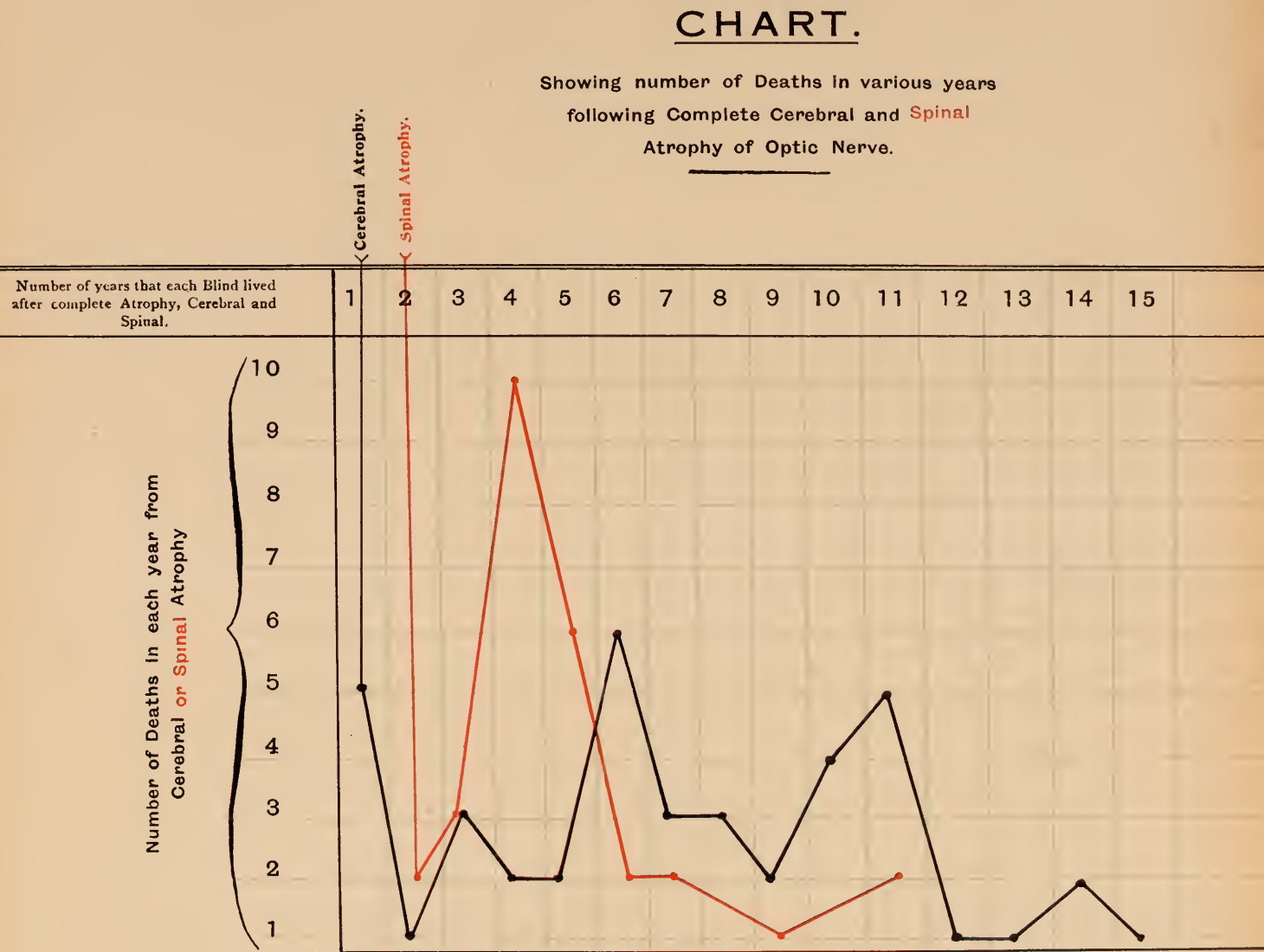
From 1884 to 1894	...	44	were on the books.
„ 1894 „ 1904	...	20	„ enrolled.
„ 1904 „ December, 1911	...	18	„ „

82

These figures are unsatisfactory, as proving that as yet the treatment of Glaucoma is not perfect.



Of the above 10 children Blind from Atrophy of the Nerve, 3 were Imbecile and all died under 7 years of age.





TO SUM UP THE ABOVE—

I would suggest that only those—

- I. With no perception of light ;
- II. Unable to differentiate ;
- III. Unable to count figures at a greater distance than 3 feet or less,

should be classified as “ Blind,” and as such—

(a) Included in the census as “ Blind.”

(b) Eligible to receive the full benefits of the Institutions and Charities bequeathed to the Blind.

And that those able to see more than this, but not more than  $\frac{6}{60}$  with or without the aid of spectacles, should be classified as “ Defective Vision,” or “ Partially Blind,” and, further, that this class should be benefited as above suggested, by their employment as journeymen in blind workshops and partial assistance in other forms.

That from the above statistics it would appear from the 1901 Census that the percentage of so-called blind was about 1·263 per 1,000 of the population, but that 10 per cent. of these returned as Blind *should be* included as “ Defective Vision,” making the actual number of the blind of the United Kingdom 29,543 pro. 32,823 as returned in the Census of 1901.

*Taking our Hull Blind Statistics*, it would appear during the last 21 years that the proportion of blind males to females is about 3 to 2 respectively.

That *Atrophy of the Optic Nerve* is the *principal cause of Blindness*, about 1 in  $3\frac{1}{2}$  blind.

Of the 160 cases of Atrophy 111 (or 1 in 3) were males, and 49 (1 in 5) females.

That Atrophy occurs chiefly in middle life, *i.e.*, between the ages of 30 and 60.

That when accompanied with Spinal symptoms death usually supervenes under 5 years.

That when *unaccompanied* with Spinal symptoms death usually takes place from 5 to 11 years or more.

That those blind from Primary Atrophy, and developing no other symptom, usually live an average life.

That *Ophthalmia Neonatorum* and *Sympathetic Ophthalmia*, as causes of blindness, are *markedly decreasing*.

That *Glaucoma*, as a cause of blindness, remains much *in statu quo*, and still accounts for a large proportion of our Blind, about 1 in every 7 blind persons.

In conclusion, I would hope that any of our readers of this article who are in a position to give reliable statistics based on the above lines will endeavour to do so, and if they will communicate with me, stating number of the Blind at their disposal, I shall be pleased to forward sufficient printed forms to fill in for the necessary analysis, and at a future time publish the results.

## Association Notes.

**NEW CATALOGUE.**—The British and Foreign Blind Association, 206, Great Portland Street, London, W., has just issued in letterpress its revised and enlarged catalogue of books and appliances. Copies will be sent to all applicants on receipt of one penny stamp for postage. Teachers are especially invited to apply.

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THE BLIND.

This is a magazine relating to matters affecting the Blind, printed in ordinary type, and published on the 20th of January, April, July, and October. Price 1s. 2d. per ann., post free. The last number, just to hand, contains Notes—The Unions of Institutions, Societies and Agencies for the Blind—College of Teachers of the Blind—Special Meeting of the Superintendents and Heads of Institutions and Workshops for the Blind in England and Wales in *re* The Employment of Blind Teachers—Prize Festival of the Royal Normal College for the Blind—The Blind and the Census of 1911 (By W. Rockliffe, M.A., M.B., Cantab., M.R.C.S.) Published by the Secretary of Gardner's Trust for the Blind, 53, Victoria Street, Westminster, S.W.

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[2.]

# Braille



# Review

A Monthly devoted to

the interests of the Blind.

Printed and Published by The British and Foreign Blind Association,  
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Vol. X.]

Entered at  
Stationers' Hall.

JUNE, 1912.

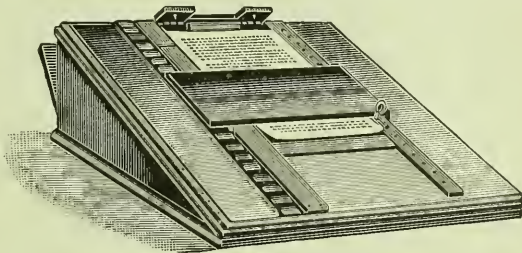
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[No. 6.]

## The "EUREKA" GUIDE

For PEN or PENCIL WRITING.

Made with a sloping desk or to lie flat on the table. A guide-bar sliding in a rack indicates the width between the lines.



Price, neatly polished, with lock-up drawer behind (as above),

**8s. 6d.**

(INLAND POSTAGE **6d.** EXTRA).

Flat Board only (will take all sizes of note paper up to 8-in. wide),

**5s. 6d.**

(INLAND POSTAGE **4d.** EXTRA).

### INSTRUCTIONS.

The paper is inserted and kept in position as in an ordinary Braille Board.

The right hand rests on the bridge, the pen being held in the usual way, leaving the third finger free to rest on the edge of bridge *all the time* while writing, moving easily along with the hand. When a line is finished the third finger should return *on the edge of the bridge* into position for a fresh line.

The bridge is held in its place by the left hand—the thumb at the bottom, and the first and second fingers on either side of the little projection of the rail on the top of the bridge. The second finger should rest on the steps of the ladder-guide, moving down to the next step as each line is finished.

In case of interruption during writing, the bridge can be secured in its position by placing the little brass peg in one of the holes on the right side of the board.

**Orders & Remittances to Secretary-General of the Association**

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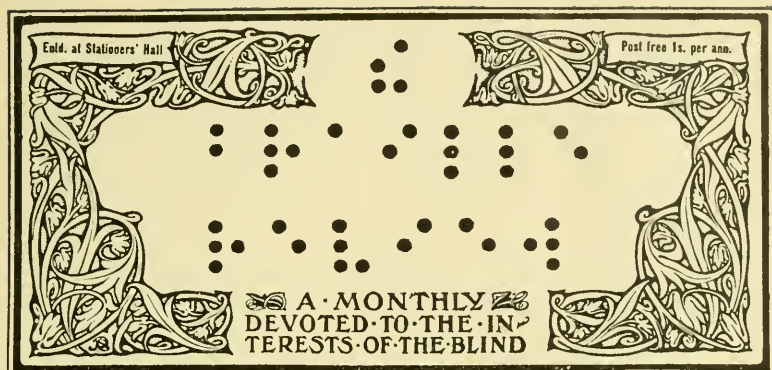
T. W. BLOOMFIELD, 62, Eaton Park Road, Palmer's Green, N. Repairs. Holds Certificate of the Royal Normal College.

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VOL. X.

JUNE, 1912.

No. 6.

## One Method of Educating Partially-blind Children.

BY LISTER S. SMITH.

**K**NOWING that provision has already been made in several schools for the education of partially-blind children, I gladly accept the opportunity of briefly describing the method I have adopted in dealing with the same.

At the commencement I wish to draw particular attention to a fundamental principle—the examination of each child by an ophthalmic surgeon in order to ascertain whether it is a suitable case for instruction by means of a specialised visual system.

Children who have passed this test are set to work with chalk, describing curves, lines, loops, etc., upon a blackboard in order to develop freedom of movement preparatory to writing exercise. The letters of the alphabet are next dealt with, according to the groups of letters bearing similar characteristics, proceeding in every case from the simple to the more difficult. Each symbol is practised upon the blackboard until the pupil exhibits a degree of accuracy which will permit the reproduction of the same upon paper. The print characters are also associated with each script letter taught, and thus a foundation is laid for teaching reading by this co-relation between the written and printed forms. The script capital letters are next dealt with in a similar manner; figures and simple arithmetical signs are introduced; while the teaching of punctuation marks, etc., forms an extension to the above lessons. The style of handwriting adopted may be said to consist of simple round characters, devoid of ornamentation as far as possible, especially in the case of the capital letters.

Directly a degree of proficiency is exhibited in making a letter upon the blackboard, the same exercise is repeated with lead pencil upon paper. The body of the small letters is made to occupy the

space between two lines which are approximately  $\frac{7}{16}$  of an inch apart. The capital letters, however, are made to occupy the space between the outer of three lines. In every case a copy of the work to be produced is written in the pupil's book with a blue crayon. This not only serves as a guidance for the child, but also distinguishes his work from the teacher's. The joining and looping of letters are begun immediately two letters are known, and thus from the commencement one aims at securing uniformity and legibility. This principle is extended to easy words, then longer words, and finally to simple sentences, when the child becomes sufficiently proficient to use a specially-prepared double-lined paper in order to reduce the writing to a satisfactory size for ordinary use.

In teaching the printed characters I make use of alphabet sheets, on which the letters are represented in an exceedingly large type. As the children often confuse letters when represented in different sizes, I ensure myself that they are thoroughly known by making an examination with a large Snellen's test card. Books of a simple nature, printed in a suitable type, are next used, and a practical acquaintance with printed matter is thereby commenced. Elder children present little difficulty in the above procedure, but in the case of the younger ones additional word-forming exercises are taken and practically built up by the use of individual letters. Although I have been fortunate enough to secure several books printed in a large type, the nature of the contents by no means serves my requirements, and I therefore frequently obtain copies of various notices, etc., which the printer has set up for his customers. These I have found exceptionally useful, because they not only provide additional reading exercises, but familiarise the children with other printing devices.

Having briefly described the procedure, I purpose to add a few remarks upon the materials used. For many years I have made use of a blackboard, and the important part it has played has led me to advocate the provision of sufficient blackboard space for each partially-blind child. In my own case two feet square is allowed, and this is being provided by means of continuous blackboards, to be hung on the classroom walls at different heights, in order to accommodate the various statures of the scholars. I think a more correct attitude is obtainable when at work by these means than would be in the case with separate boards for use by the scholars when seated in the desks.

A great difficulty presents itself in reference to writing upon paper, owing (*a*) to the unsuitability of the ordinary material, and (*b*) the subnormal focal distance of the pupil. These two causes, if allowed to exist, would prove detrimental to a child's physique; for they cause the pupil to stoop towards the work, thus promoting round shoulders, flexed necks, narrow chests, spinal curvature, etc. To overcome the former difficulty special exercise books have been prepared for our use. The lines therein are much thicker than those found in ruled books, are wider apart, and of a nearly full blue colour. Although this shade was chosen after experiment and

scientific advice, let me state how fascinating I have found it to appear to the children ; for they are practically unanimous in selecting a copy written with a blue crayon in preference to one set with a deep black lead pencil. Loose sheets of paper in suitable tints have also been ruled, and these are used by those scholars who are able to correspond with their relatives and friends.

The children ordinarily use a lead pencil of good quality and blackness, usually B or BB degree, while some have made reasonable attempts with pen and ink.

As the focal length of the child's eyes is unalterable, experiments were made in order to devise a satisfactory apparatus for bringing the work nearer to their eyes. This has been achieved by means of portable boards having a sloping top to rest on the desks. They are hinged, and by means of a notched sliding arm are capable of being adjusted to various heights, to suit the requirements of the scholars.

Although I have briefly covered the ground which forms the foundation for this form of education, there are many other points, such as lighting—both natural and artificial—arrangement of desks, etc., which have to be considered as aiding the success of the scheme, while throughout the work one has to be constantly on the guard lest an unconscious error is made in regarding the scholars as possessing the same degree of sight as normal children.

My endeavour has been to deal with the elementary principles only, for upon the soundness of these lies the success of the future work. I therefore trust that these remarks may prove interesting to those who are similarly engaged, and in conclusion I beg to state that The British and Foreign Blind Association would willingly undertake the provision of any suitable material, if only a sufficient demand is made for the same.

[In addition to the many excellent suggestions made by Mr. Smith, we would add the use of a Lantern and Slides. The latter could easily be prepared by The British and Foreign Blind Association if a sufficient number were ordered. They could consist of selected printed matter, the letters being white and the background black. Colour could also be taught by the Lantern.—EDITOR.]

\* \* \* \*

## The National Insurance Act, 1911.

CAREFUL enquires have been made by The British and Foreign Blind Association in order that the Blind may, with the least inconvenience to themselves, be enabled to take advantage of the provisions of the Insurance Act. It was finally ascertained that the Church Benefit Society would accept the Blind as members, and accordingly it has been decided to establish a lodge at the British and Foreign Blind Association, 206, Great Portland Street, London, W., for the members of the Staff and for the outside Blind. The Church Benefit Society is a General Society, and does not restrict its membership to any particular church ; we are satisfied as

to its standing as a Friendly Society. A large number of blind members of the Staff have already promised to join, and the Council of the Church Benefit Society has consented to the formation of a lodge. The Council of the Society has also decided to grant facilities so that any blind men and women in the London area who are eligible for membership may become attached to this lodge, which it is proposed to call the Armitage Lodge. They may join as compulsory, voluntary, or honorary members of the Society, and Mr. T. Mayhew, 11, Kelvin Road, Highbury, N., a blind member of the Staff of The British and Foreign Blind Association, who has been appointed Secretary of the new Lodge, will be very glad to receive the name of anyone wishing to join, and to give full particulars as to the qualifications and benefits of membership.

It has not been finally decided whether the Blind in the provinces will be able to join this Lodge, and it will probably be better to establish provincial lodges of a similar kind, to include the Blind in specified areas. We do not advise that existing sick clubs for the Blind be formed into "approved" Societies.

The Council of the Association is very desirous of helping the Blind to obtain the fullest advantages of the National Insurance Scheme, and the Secretary-General will be glad to give any information required.

Those who have not yet made themselves acquainted with the Insurance Act are strongly advised to obtain a Braille copy of the "Official Explanation of the Insurance Act" which has been issued at 4d., post free, by The British and Foreign Blind Association.

\* \* \* \*

## "The School: An Introduction to the Study of Education,"

By J. J. FINDLAY, M.A., PH.D.

(*Home University Library*, 256 pp.)

**E**DUCATION apart from life is an impossibility. The life of the school, its curricula, its methods, and its ideals are a reflex of the ideas current outside its walls, and thus it is that the present time, a time of renaissance in art, letters and drama, in social and political principles, is also a time of revival for conceptions of education and the school. It is fortunate that at such a time the editors of the Home University Library should have secured Professor Findlay, of Manchester, for a fresh and stimulating statement of Education in modern life. The volume is modestly titled "The School," but such a theme has an enormous drainage area, and no one with less exhaustive knowledge than Professor Findlay could have succeeded so admirably in the noble art of saying little and involving much. The outlook of the book is thoroughly modern; its attitude to school and scholar intensely real. Recent American developments in educational theory and practice exert

a notable influence on its pages, as they must on all up-to-date pedagogy, but the author never allows himself or his reader to forget that for both the pertinent problems are those of England and English education. His review of the situation of the present day, not a time of finality, but a passing stage in a period of complicated and interweaving growth, is remarkable for its full and sympathetic comprehension. No upholder of any particular type or ideal can feel that he has not had generous justice done him in the few pregnant sentences allotted to his case, and yet present-day schooling in England comes in for much trenchant criticism. The man in the street who complains that the schools only turn out boys who aim at being clerks, and are ashamed to soil their hands with manual toil, will find a like anxiety in this volume, and what is more helpful, a line of advance suggested which will enhance, in the mind of the pupil and so of the community, the value of physical labour, and establish faith in work as taught by Morris, Ruskin and Carlyle.

It is a pity that the last three chapters, on Teachers, on Pursuits of School, and on Corporate Life, the most practically-constructive and original part of the book, are hampered by unavoidable summariness of treatment. "Space forbids" says Professor Findlay," our entering upon the lively controversies that would open up if we attempted in greater detail to outline types of school curricula." It is nevertheless to be earnestly hoped that a reformer who has the gift of clear and incisive language in such abundant measure will before long give his ideas on these topics the treatment and the publicity they deserve.

Teachers North of the Tweed may regret the absence of reference to Scottish schools and systems, though they will be grateful to the author for his tribute to Laurie as the last great propounder of a complete educational system deduced from philosophic principles, and not only teachers but the general reader will be grateful for the vivid sketch of the work and worth of Dr. Arnold.

Though we may demur to the author's remark that "literature on the Theory of Education is scanty," we hasten to welcome this latest newcomer, and none the less because of its slender size and unexhaustive pretensions do we accord it on a single reading an honoured place among the tribe. Professor Findlay has not only produced an intensely interesting and illuminating book for the general reader, he has made a statement of real significance to educational advance, and gladdened the heart of every forward-looking teacher who reads this little book.—J. M. RITCHIE.

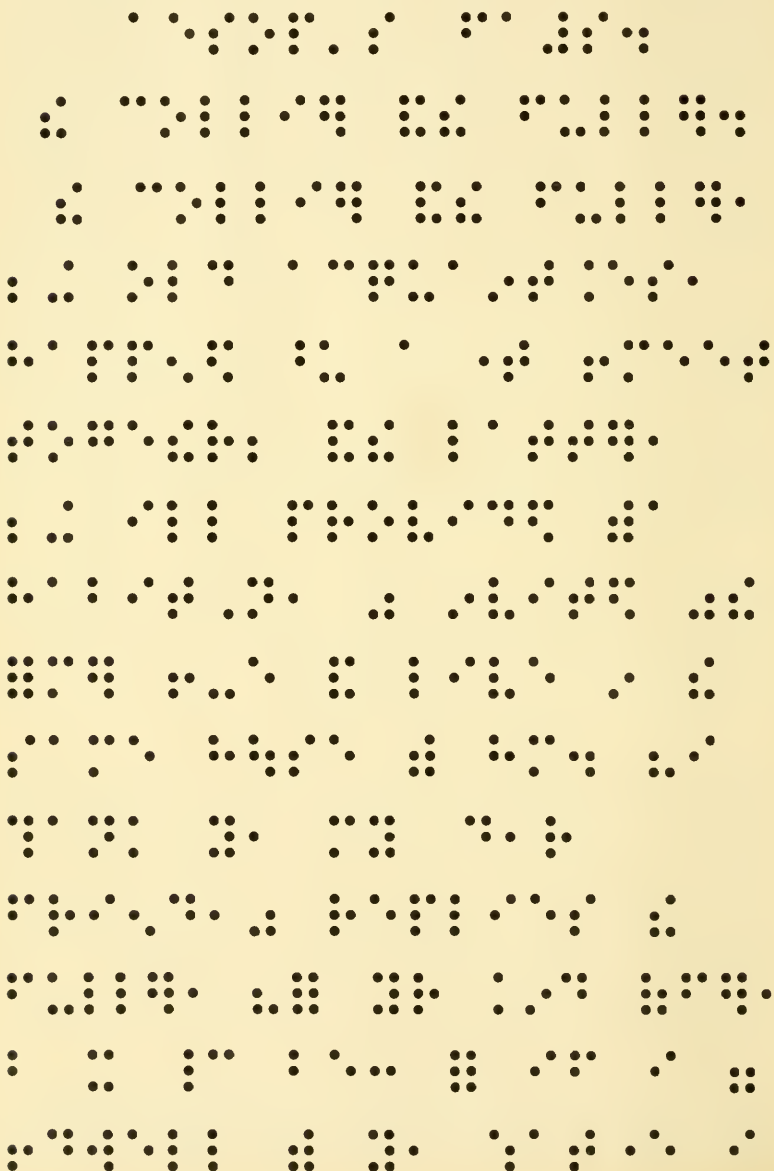
[“The School” will shortly be published in Braille by The British and Foreign Blind Association.—EDITOR.]

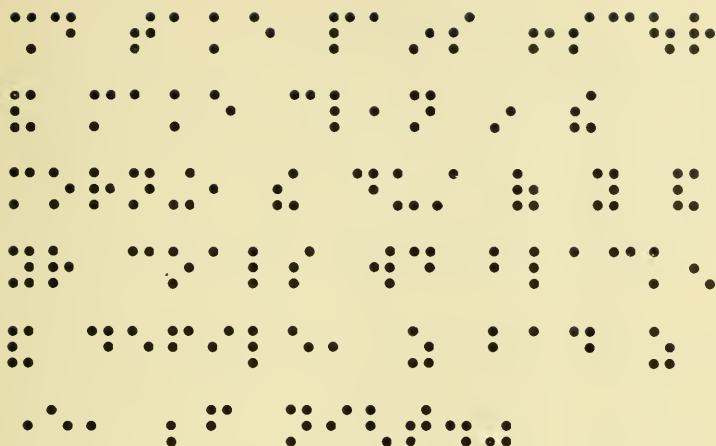
\* \* \* \*

WANTED for the new school of the Montreal Association for the Blind, Canada, a well-qualified lady teacher. A knowledge of the knitting machine would be a great recommendation. Apply to the Hon. Treasurer, P. E. Layton, Esq., 550, St. Catherine Street W., Montreal.

## Black Dot Braille.

THE same matter is printed in the letterpress immediately following, so as to indicate by the use of italic type the contractions used in the Braille.





.. .. .

## ÆSOP'S FABLES.

### THE COLLIER AND THE FULLER.

*The Collier and the Fuller, being old acquaintances, happened upon a time to meet together ; and the latter, being ill provided with a habitation, was invited by the former to come and live in the same house with him. "I thank you, my dear friend," replies the fuller, "for your kind offer, but it cannot be: for if I were to dwell with you, whatever I should take pains to scour and make clean in the morning, the dust of you and your coals would blacken and defile, as bad as ever, before night."*

\* \* \* \*

## New Cathedral Psalter.

THE British and Foreign Blind Association are contemplating the publication of the whole of the New Cathedral Psalter in Braille, and have introduced a system of arbitrary signs for pointing, so as not to interfere with the existing Braille system. The Preface which explains the method of pointing is published separately, and Day 30, Morning and Evening Psalms, is now issued as a specimen of this pointing. The Preface and Day 30 can be obtained at 4d. each, post free 5d. each. Mr. H. E. Platt, who has kindly examined and corrected the proofs, writes:—

"I am, of course, doubtful as to what the Blind as a whole will say to this method of embossing the pointing signs, but personally, after going through this proof, my own views are quite unchanged, and I think the method adopted is very good."

We advise our musical readers to obtain copies of this experimental issue, so that they may judge for themselves as to the merits of this new method of pointing.

## Association Notes.

**NEW CATALOGUE.**—The British and Foreign Blind Association, 206, Great Portland Street, London, W., has just issued in letterpress its revised and enlarged catalogue of books and appliances. Copies will be sent to all applicants on receipt of one penny stamp for postage. Teachers are especially invited to apply.

**Important to Superintendents, etc.** of Institutions for the Blind. **PUPILS' PROGRESS BOOKS** for use in Schools for the Blind can now be obtained from the Association. Sample submitted on application.

**THE BRAILLE LITERARY JOURNAL**, a monthly periodical for the Blind, containing original contributions and articles selected from high-class magazines, newspapers, reviews, etc.—No. 1, Vol. VI. (May 10th) now ready. Contents : The Forest Laws and the Death of William Rufus, from *The English Historical Review* (*concluded*)—The Farmers who could not be Daunted, from *The World's Work*—The late Mr. W. T. Stead, from *The Times*—Concerning John Ruskin, from *The London Quarterly Review*—Price 1s. post free, 12s. per annum ; Abroad 16s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

**THE BRAILLE MUSICAL MAGAZINE.**—No. 3, Vol. V. (May 20th) now ready. Contents : Musical Examinations—Our Competition Series—Our Tuners' Column—Vertical Score—Correspondence—The General Question Box—Items of Interest—Specimen of Stericker's Notation—Insets : "La Cascade," for the Piano, *E. Pauer*.—"Allegro" (No. 2, "The Vesper Voluntaries," Book 26), Op. 14, *Edward Elgar*. Price 1s. post free, or 6s. per annum, abroad 8s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

\* \* \* \*

## Our Publications.

*In Preparation.*

**The Holy War**, by JOHN BUNYAN, with Introduction by Rev. A. R. BUCKLAND, of the Religious Tract Society. 3 vols., large size, interpointed.

**Kim**, by RUDYARD KIPLING. Large size, interpointed, 3 vols. Price 3s. 6d. each.

**The Civilization of China**, by H. A. GILES. Large size, interpointed, 2 vols. Price 2s. 6d. each.

**Bacon's Essays**, with Notes and Glossary (antique spelling). In 4 vols., large size, interpointed.

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9. Benedictus qui venit ; 10. Agnus Dei.

**Evening Canticles :—**

11. Magnificat ; 12. Nunc Dimittis.

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. In 3 vols. (Vol. I. *now ready*, price 3s. 3d.).

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**The Groundwork of Psychology**, by G. F. STOUT, M.A., LL.D., In 3 vols., large size, interpointed, Grade II., on stout cartridge paper.

*Now Ready.*

IN LETTERPRESS:—

**The Future of the Elementary Education of the Blind.**—(Reprinted from *The Braille Review*.) Price 3d., post free 4d.

IN BRAILLE:—

**Violin Tutor**, by BERTHOLD TOURS (Novello's Music Primers, by kind permission) large size, interlined, price 3s. 6d.

**Spiritual Maxims of Brother Lawrence**, by GEORGE MEREDITH. In 1 vol., large size, interpointed. Price 1s. 6d., post free 1s. 7½d.

**The Handsome Quaker, etc. (Giant Type, in Grade II.)**, by KATHERINE TYNAN. Interlined, large size. Price 2s. 6d.

**Cathedral Psalter** (pointed for Chanting). interlined, **pocket size**, Preface, price 4d.; Day 30, price 4d.; 5d. each, post free.

**Glossary to Shakespeare's Works** (Globe Edition), 2 vols., Large size, interpointed, price 3s. each vol.

**Two Little Crusoes**, by E. H. BOYSE, (reprinted from *Comrades*) 1 vol., interlined, intermediate size. Price 2s.

**Myrrh and Spicery** (verses by Miss FARRELL)—free copy may be obtained from The British and Foreign Blind Association, 206, Great Portland Street, London, W., on sending 1d. stamp for postage.

Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."

### THE BLIND.

This is a magazine relating to matters affecting the Blind, printed in ordinary type, and published on the 20th of January, April, July, and October. Price 1s. 2d. per ann., post free. The last number, dated April, contains Notes—The Unions of Institutions, Societies and Agencies for the Blind—College of Teachers of the Blind—Special Meeting of the Superintendents and Heads of Institutions and Workshops for the Blind in England and Wales in *re* The Employment of Blind Teachers—Prize Festival of the Royal Normal College for the Blind—The Blind and the Census of 1911 (By W. Rockliffe, M.A., M.B., Cantab., M.R.C.S.) Published by the Secretary of Gardner's Trust for the Blind, 53, Victoria Street, Westminster, S.W.

**STUDENTS DESIRING SUPERIOR EDUCATION** for business, professional, or social life should write (in Braille, if desirous) to the Rev. T. Barnard, M.A., Headmaster (himself blind), College for the Higher Education of the Blind, Worcester. Letters answered in Braille if desired.

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[2.]

... THE ...

# Braille



# Review

A Monthly devoted to

the interests of the Blind.

Printed and Published by The British and Foreign Blind Association,  
206, Great Portland Street, London, W.

Vol. X.]

Entered at  
Stationers' Hall.

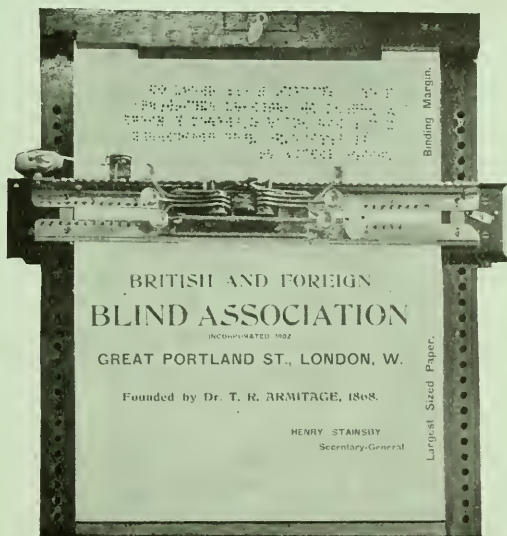
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[No. 7.]

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Interlining or Interpointing Braille Typewriter.



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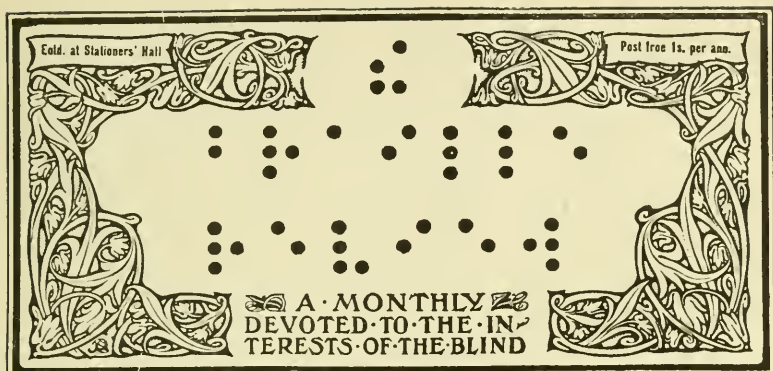
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VOL. X.

JULY, 1912.

No. 7.

## Literature for the Blind.

[A paper read by the Editor at the 26th Conference of the Scottish Outdoor Blind Teachers' Union, held at Goold Hall, St. Andrew Square, Edinburgh, on Friday, 7th June, 1912.]

**L**ITERATURE is, and always has been, one of the essentials of civilization and progress. By it is handed down to successive generations the accumulated knowledge of the past. Without it, progress would be slow, if not well-nigh impossible. In the world of the Blind there was no advance whatever beyond the dull monotony of a useless, aimless life until, in 1784, Valentin Haüy carried out his happy idea of making literature available for the Blind by means of embossed books. From the consummation of that idea, and from that date, the history of the Blind begins. In other words, *it dates from the day when literature was first placed within their reach.* It is true that prior to 1784 a few blind men had risen to eminence, but they were merely the exceptions that proved the rule. The fact cannot be too strongly emphasized that the emancipation of the Blind did not commence with the introduction of trades or professions suitable to their capabilities and limitations, nor of those other things which have aided their uplifting, but with the invention of embossed books. There is nothing extraordinary in this; it is what we should expect.

Literature has been called "the light of the Blind." One blind-deaf woman, when offering her thanks for the gift of some books, wrote :—

"Now that I have books to read I feel like a girl that has been led out of a dark room into the beautiful sunshine."

And in a subsequent letter she referred to her "golden books." Scarcely a day passes which does not bring me letters expressing what is evidently heartfelt gratitude for the books and magazines issued by my Association. This gratifies, but does not surprise me, for a few moments' consideration will convince even the thoughtless

that if books are essential to the seeing they are doubly so to the Blind. Debarred from the delights that come through vision, they naturally turn to one of the few pleasures available for them—reading. Again, being cut off from much of the useful knowledge which comes to physically normal persons through sight, they have a much more urgent *need* for books. I have often marvelled that the seeing public are so indifferent to the needs and pleasures of the Blind in the matter of books. The cheapness and plentifulness of printed books probably tend to make sighted readers value them less than they should. Conversely, the costliness and rarity of embossed books has the effect of making them more precious to the sightless.

The selection of suitable books for publication in the embossed type is a matter of great importance. The Blind, by reason of their blindness, are cut off from one of the most useful avenues of knowledge. How few seeing persons realise to what extent their education has benefited by means of their vision! I venture to say that not a day—scarcely an hour—passes in which we sighted folk do not unconsciously acquire knowledge through vision. We walk along a country lane and see a windmill pumping water. Our mechanical instinct and thoughtful observation at once give the reason *why* the sails turn round, while the picture of the windmill is indelibly fixed on the observer's mind. We go a little further and notice how the water in the canal hard by is made navigable by the sluice gates, and how by the manipulation of them the boats can pass from a lower to a higher level, or *vice versa*. No instruction of any sort is required to impart this knowledge. It comes by the avenue of vision. But it is *denied to the Blind*, and must be made up in other ways, one being by books. It has been said that those who have been blind from birth are ignorant of objects that lie beyond the reach of their arms. This testimony is true. I was once talking with a little blind boy on the subject of animals, and it transpired that he was under the belief that a cow's foot was exactly like his own—a perfectly natural conclusion, for he had had no means of knowing otherwise. A blind Oxford M.A. recently asked me to publish in our magazine *Progress* some specimens of architectural columns—Doric, Corinthian, Ionic, etc., for, said he, "*my ignorance of them is colossal.*" And those who have had the misfortune to become blind after attaining to adult life are also quite ignorant of such newly-invented things as aeroplanes, hydroplanes, wireless telegraphy, Finsen light, X rays and other wonders. I have dealt with this matter at some length because it is, I fear, a forgotten truth. Moreover, it proves the necessity for a goodly supply of books on common objects, illustrated by suitable diagrams.

Another class of literature specially needed by the Blind is that dealing with the trades and professions by which they earn a livelihood. I refer particularly to home industries. Many persons lose their sight late in life, and therefore cannot enter an Institution for training. To these, such books are a real boon. I recently heard of two blind men who, after carefully studying a series of articles on

shoe-mending which were recently published in embossed type, became so proficient that they are now earning a good living by mending boots and shoes. Having dealt with two classes of literature specially necessary for the Blind, we will briefly refer to general literature. It goes without saying that voluminous books cannot as a rule be produced in embossed characters, on account of their great cost and extreme bulkiness. We should therefore select books which when embossed will not reach into many volumes ; it is wise to aim at a three-volume limit. Moreover, the selection should be made with great care. This is no easy task in these days, when it is impossible to read even a tithe of the books constantly issuing from the publishing houses. Books of lasting value should always have preference, ephemeral literature being accorded a second place.

But the *selection* of suitable books is a small matter when compared with the methods of producing them. Books for the seeing became popular, cheap and plentiful in England after the introduction of printing by Caxton about 1470, and it is safe to say that nothing has so facilitated the advancement of knowledge as the printing press, which is the most powerful weapon for good or evil in our land to-day. The methods of production which have proved so successful in the sighted world should surely be followed in the world of the Blind. The reproduction of books by machinery should be encouraged by every means, firstly, by the supply of ample funds from a philanthropic public, and secondly, by the purchase of machine-produced books. I frankly admit that our publishing houses of embossed literature do not yet supply an adequate *variety* of books, but this is the very reason why they should be encouraged and helped. And until the time that the embossing presses can supply all the needs of the blind reader, let the production of single copies by hand stop the gap. I regret to say that, so far from encouraging the up-to-date methods of book production by machinery, quite a number of libraries for the Blind never purchase a single cheap machine-made book. Let us see to it that in our methods we are at least not behind those of the sighted world. I can speak with freedom on this matter, as my own Association not only issues great quantities of embossed books, magazines and newspapers—150,000 copies were produced by our presses last year—but we also employ 35 paid blind copyists to make manuscript books in their own homes. For the present I recommend that all libraries for the Blind should possess a permanent collection of machine-produced books, especially those for study and reference, and that the stock of these should be increased and replenished from time to time. In addition, to give variety to their readers, they should obtain a supply of handwritten books on loan from some large circulating library.

It has been said that some books are so rare that a single copy is sufficient to circulate among the limited number of blind readers. I laboured under the same delusion myself once, but I now hold very different views, and these views have been forced upon me by the issue of our scientific series of books. We commenced

to publish this series three or four years ago, and ten books on various scientific subjects have been issued. So far 704 volumes have been sold. One of this series is Lachlan and Fletcher's "Elements of Plane Trigonometry." It was felt that this book ought to be published, but as it dealt with a subject rarely studied by the Blind, it was considered doubtful whether many (if any) copies would be sold. Our fears were groundless, for before the book was published five complete copies were ordered, and the number has now reached nineteen copies.

I am living in the hope that funds will soon be sufficiently plentiful to enable my Council to supply embossed books to the Blind at quite nominal prices, say 6d. or 1s. per volume, and that free copies may be given to libraries for the Blind and to those individuals who are too poor to purchase them. I refer especially to those who suffer from the double affliction of deafness and blindness (of whom there are not less than 400 in the United Kingdom alone), and to those who are compelled to spend and end their days in workhouses. It has sometimes been urged against the Blind that they do not care for reading, and do not value books. I protest most emphatically against this statement. My experience proves, and proves conclusively, that as a class they delight in reading, if not too old or too afflicted to learn, but that they cannot afford to buy books, although these are sold at less than cost price. My proof lies in the fact that whenever cheap or free editions are issued there is a large demand for them. To illustrate my point I may mention that recently we were, through the kindness of a lady, enabled to offer a collection of poems to all who sent the value of the postage. In a very short time a large number of copies had been distributed. The same may be said of our cheap editions of Scripture Portions. The Blind have a smaller earning capacity and heavier expenses than sighted people, and yet their literature is more costly. I am convinced that if the charitable public can be aroused to the pressing needs of the Blind in the matter of a cheap and plentiful supply of good literature it will respond, and respond liberally.

I cannot do better than conclude by reading a letter I received from Miss Helen Keller, the distinguished blind and deaf scholar and authoress. It is as follows:—

Wrentham, Mass.,  
September 10th, 1911.

Mr. Henry Stainsby.

Dear Sir,—I sincerely hope that the appeals of the British and Foreign Blind Association for money are meeting with a generous response from the public. No one who rightly understands your work can fail to give it warm support.

The Blind are cut off from most of the delights and diversions which come through sight. They are cramped by their surroundings and wearied by the monotony of their limited range of activities. Lack of sight brings upon them countless restraints and thwartings which chafe the spirit. All these difficulties are intensified by poverty, which most of the Blind know. To print many and good

books for the sightless is the greatest kindness, the most deeply appreciated benefit that can be bestowed upon them, next to giving them opportunity to earn a livelihood.

The Blind have dull hours ; the black wings of despondency spread over them, despite their brave efforts to rise and brush the sky clear. Books open to them a world where things are for ever new, bright, brimful of interest, where necessary problems are wisely met, and unnecessary ones are ignored. This is the function of books, to create new life and make the old life endurable. Against the griefs and disappointments of the world books are the surest comfort, and none need them more than the Blind. Even if a sightless person have a friend or kinsman who is willing to read aloud to him, the ability to read for himself many well-chosen books frees him in part from a constant, irksome dependence upon others. A wide variety of good reading does more than almost anything else to sweeten and humanize conditions which the Blind have less power than others to better or to modify. Everyone who helps to furnish books will help to make the Blind happy and resourceful beneath the shadow of an irreparable calamity.

With cordial greeting,

I am,

Faithfully yours,

HELEN KELLER.

[Lest any of our readers should think that we do not favour the production of books by hand we wish to say emphatically that that is not so. We desire to encourage it by all means, but only so long as stereotyped books fail to meet the demands of blind readers. When Dr. Armitage introduced Braille into this country there were no stereotyped books, and the good Doctor, in order to place books in the hands of the Blind, took what was the very best course, viz. :—to provide a good supply of handwritten books. But he also set up embossing presses and encouraged the production of book by them.

The point we wish to make is that there is a tendency to encourage the production of books by hand rather than by the up-to-date embossing press. This is certainly a retrograde policy.—EDITOR.]

\* \* \* \*

## British and Foreign Blind Association.

OUR readers and friends will be pleased and encouraged to know that His Majesty the King has graciously promised to open the New Buildings of The British and Foreign Blind Association, Great Portland Street, London, W., on their completion next year. The Council of the Association earnestly invite all friends of the Blind to co-operate with them in their attempt to raise the sum of £13,000 which is still required to complete and equip the new premises, so that when the opening ceremony takes place there may be no debt upon the buildings.

His Majesty's kind thoughtfulness of the needs of the Blind is greatly appreciated, and the occasion of the opening of the buildings will have the effect of calling public attention to those needs.

## The College of Teachers of the Blind.

EXAMINATION, 1912.

**A**S a result of the Examination held at the Royal Birmingham Institution for the Blind on 21st, 22nd and 23rd May, 1912, the following have obtained the Certificate of the College:—

Adams, Hannah N., Honours : Practical Braille, Arithmetic, Braille Music.  
 Comrie, Alice C. M., Honours : Arithmetic.  
 Fletcher, Ethel, Honours : Practical Braille, Arithmetic.  
 Gledhill, Ernest, Honours : History of the Education of the Blind.  
 Gray, Edith M., Honours : Practical Braille.  
 Hewitt, Francis E., Honours : Practical Braille, Arithmetic, History of the Education of the Blind.  
 Ingleby, Anne E., Honours : Theoretical Braille, Practical Braille, Arithmetic.  
 Jones, Cecil V. H., Honours : Arithmetic, Typewriting.  
 Kellaway, Bessie, Honours : Arithmetic, History of the Education of the Blind.  
 Laidlaw, Adam, J., Honours : Arithmetic.  
 Lloyd, Bertram D., Honours : Arithmetic, Practical Teaching.  
 Pearce, Annie E., Honours : Kindergarten.  
 Pearce, Elsie D., Honours : Theoretical Braille, Practical Teaching.  
 Wright, Sarah Louisa, Honours : Theoretical Braille, Practical Braille, Arithmetic, Practical Teaching.

Two candidates who already hold the College Certificate sat for "Honours" at this Examination, and of these, one—Miss Lilian A. Hawkins, obtained Honours in Hand Knitting.

The next Examination will be held in London in May, 1913.

**T**HE Council of the College of Teachers of the Blind have decided to recognise the status of Teachers working in certified schools for the Blind, in cases where such Teachers have taught the Blind for a period of not less than 15 years, ending 31st December, 1912. This recognition is intended to meet the case of those Teachers of the Blind whose ability, experience and standing are undoubted, but who cannot be expected to sit for the College Certificate. The recognition will be subject to the approval of the Board of Education in each case. The Council of the College does not intend to repeat this form of recognition, but will, in future, expect Teachers to take the College Certificate by examination. Applications must be made to Mr. Henry Stainsby, Honorary Registrar, College of Teachers of the Blind, c/o British and Foreign Blind Association, Great Portland Street, London, W., not later than Midsummer, 1913.

\* \* \* \*

## Exeter Conference, 1911.

**T**HE Official Report of the International Conference on the Blind, held at Exeter in 1911, is now ready and copies can be obtained from Mr. Stainsby, Honorary General Secretary of the London (1914) Conference. Orders and enquiries should be addressed to him c/o British and Foreign Blind Association, Great Portland Street, London, W. The price of the Report is 2s. 6d., or 2s. 10d. post free in the United Kingdom.

## Montreal Association for the Blind.

**M**R. P. E. LAYTON, formerly a student of the Royal Normal College for the Blind, Upper Norwood, and now carrying on a most successful business in Montreal, is the leading spirit in establishing a School for the Blind in Montreal. The sum of 100,000 dollars has been raised, of which Lord Strathcona was a donor of 10,000 dollars. The course of instruction will comprise general education, including elementary and commercial course; the training of pianists, organists, vocalists; also tuition in the violin, flute, mandolin and cornet. Technical education, including piano tuning and repairing, broom-making, typewriting and machine knitting will also form part of the school curriculum. The New School will be opened by H.R.H. the Duke of Connaught in October next. We congratulate Mr. Layton most warmly on his public-spirited enterprise.

\* \* \* \*

## English Braille in North America.

**T**HE National Library for the Blind, Washington, U.S.A., propose to employ not less than two hundred blind copyists to transcribe books into Braille. The system that will be used will be the original Braille alphabet, such as is used in English Braille, with the following few contractions: "and," "for," "of," "the," "with," "ing," "ness," "tion" and "ment." English Braille will be used in the new Montreal School for the Blind referred to above.

\* \* \* \*

## Modern Languages for the Blind.

**T**HE following item may be of interest to any advocates of Modern Language teaching in Schools for the Blind: On June 7th, at the weekly meeting of the Société Française de la Fraternité Internationale, Manchester, an interesting lecture was given by Mr. F. Mellor, a music student at Henshaw's Blind Asylum, on "Braille, l'Alphabet des aveugles." Mr. Mellor began the study of French at school, and has continued it to such good purpose that he has now a complete mastery of the language. His lecture, which covered more ground than the title, sketched in clear outline the history of embossed types; his materials were well chosen, the arrangement excellent, and his French precise and graceful. He was heard with close attention, and at the end was warmly thanked and complimented by several members of the Society.

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**NEW CATALOGUE.**—The British and Foreign Blind Association, 206, Great Portland Street, London, W., has just issued in letterpress its revised and enlarged catalogue of books and appliances. Copies will be sent to all applicants on receipt of one penny stamp for postage. Teachers are especially invited to apply.

## Association Notes.

**NEW QUALITY OF MANILLA PAPER.**—In response to inquiries, The British and Foreign Blind Association is introducing a new quality of Manilla paper, to be styled "Manifolding Manilla," in the usual three sizes—Large, 10-in. by 13½-in.; Intermediate, 10-in. by 9½-in.; Small, 7½-in. by 10½-in. This Manilla is much thinner than anything yet placed on the market. Two or even three copies of a transcription can be made at the same time. The paper is therefore very useful where matter is of passing interest only, and is not required for permanent or library purposes. Although so thin, the paper is very tough, and will probably serve also for rough notes or memoranda. The price by weight is the same as the Best Manilla, 4d. per lb., but as there many more sheets per lb. it is very economical to use. A sample sheet will be sent on application.

**THE BRAILLE LITERARY JOURNAL**, a monthly periodical for the Blind, containing original contributions and articles selected from high-class magazines, newspapers, reviews, etc.—No. 2, Vol. VI. (June 10th) now ready. Contents: The Loss of the "Titanic," from *The Times*—Literary Blunders, from *The Morning Post*—Frederic Harrison's Autobiography, from *The London Quarterly Review*—Englishmen in South America: Sir John Hawkins, from 'The Times' *South American Supplement*—The Largest Station in the World, from *The Railway Magazine*—Gem Stones, from 'The Times' *Literary Supplement*—The Mountaineers of Papua, from 'The Times' *Literary Supplement*. Price 1s. post free, 12s. per annum; Abroad 16s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

**ILLUSTRATED LISTS** of the following may be obtained on application to the Secretary-General, The British and Foreign Blind Association:—

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\* \* \* \*

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The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**An Introduction to Mathematics**, by A. N. WHITEHEAD, Sc.D.,  
F.R.S. (Home University Series). In 2 vols., large size interpointed.

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IN LETTERPRESS:—

**The Future of the Elementary Education of the Blind.**—  
(Reprinted from *The Braille Review*.) Price 3d., post free 4d.

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**The Civilization of China**, by H. A. GILES. (Home University Series). Large size interpointed, 2 vols. Price 2s. 6d. each.

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**Myrrh and Spicery** (verses by Miss FARRELL)—free copy may be  
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[2.]

... THE ...

# Braille



# Review

A Monthly devoted to

the interests of the Blind.

Printed and Published by The British and Foreign Blind Association,  
206, Great Portland Street, London, W.

Vol. X.]

Entered at  
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AUGUST, 1912.

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GEORGE HARDS, 102, Mann Street, Walworth, S.E. Certificated.

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HENRY G. ALEXANDER, 17, Westerfield Road, Tottenham, and Rosebery Villas, Guildford Road, Knaphill, Woking. Teacher of Music. Dealer in Music Instruments and Fittings. Repairs. Certificated from Messrs. Broadwood & Sons.

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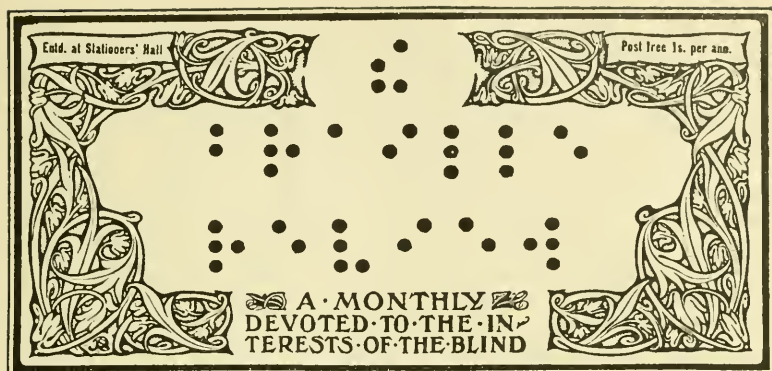
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Miss A. L. BROWNE, 22, Glebe Road, Norton Way, Letchworth, Herts. 8 years in last situation. Resident or would receive pupils.

## **Woven Goods.**

BARCLAY WORKSHOP FOR BLIND WOMEN, 233, Edgware Road, London, W. Please apply for Price List.



VOL. X.

AUGUST, 1912.

No. 8.

## Books that the Blind need.

By K. C.

**A** WELCOME advance is now being made in the difficult task of providing literature for the Blind, by the publication in Braille of selected volumes from The Home University Library, on subjects of practical and current interest.

Hitherto, the policy that has determined the choice of books seems to have depended mainly on two convictions:—firstly, that works of a subjective and religious character are best suited to the needs of the Blind, since they are of necessity cut off from many of the common interests and pleasures of everyday life; and secondly, that a variety of light fiction should be circulated for the amusement of all, and free access to the English classics be provided for the benefit of those who can enjoy this privilege.

Considering the expense involved in their production, books of the two classes indicated have been generously supplied, but there is a third and most important class which is as yet hardly represented in Braille, namely that comprising up-to-date works of practical information and progressive thought. It may be worth while to ask what is the cause of this deficiency, and what bearing it is likely to have upon the work of those who are to-day engaged in educating the Blind, who are creating and fostering in their pupils ambitions and tastes which the publishing houses and libraries of to-morrow will be called upon to stimulate and to satisfy.

The primary cause of the deficiency appears to lie in the old and deep-rooted idea that persons suffering from a serious physical disability are "afflicted"—set apart, and capable of nothing but passive resignation. Verbal attack upon such a fallacy can avail little; it can only be destroyed by a vigorous demonstration of the opposing truth. Happily, in the case of the Blind, it is being so destroyed, and the schools are daily furnishing examples of self-reliance, physical dexterity and intellectual development undreamed of in that philosophy. The blind child of to-day will to-morrow become an independent and responsible citizen.

But in order to achieve this result a definite mental bias, arising from the condition of blindness, has to be resolutely corrected. The child's mind awakens slowly, and being denied the power of observation, lacks that free current of fresh impressions which is so necessary to stimulate curiosity and promote thought. Thus, even after it has been fully aroused, the mind is in constant danger of relapsing, of becoming sterile, introspective and inert. From this tendency to mental paralysis the schoolboy is protected by every bracing influence which a wise and sympathetic comprehension of the circumstances can suggest. He is warned that by the Blind "brooding has to be avoided like the plague"; his interest is directed to new inventions and discoveries; he is encouraged to study and debate political and social questions; he is surrounded, in short, by an atmosphere that shall render him resourceful, progressive and alert.

But the more successfully the teacher accomplishes his aim, the more surely is the boy exposed to the danger of reaction on leaving school, and he will have a prolonged fight if he is to preserve in any degree that flexibility and receptiveness with which his whole education has striven to equip him.

In this struggle the publishing houses and Braille libraries should furnish his most reliable weapons, and if they fail him in this respect he will learn that while his teachers have secured to him the possibility of an independent and rational manhood, they have also established in him needs which he cannot satisfy, and which have therefore become a source of unexpected suffering.

To a youth in this position what have the Braille libraries of to-day to offer? He will reject instinctively the whole range of subjective literature, knowing that it is more likely to aggravate his danger than to afford him the means of escape, and if he turn to the English classics he will find that while their essential qualities are immortal, in the embodiment and expression of these qualities they belong to the past; hence they are too remote in subject and in atmosphere to yield him the assistance he needs.

What he will look for and have a right to expect is virile contemporary literature dealing with the interests of the present, the work of writers who are themselves both the types and the interpreters of the age which produce them—such men as Arnold Bennett, Bernard Shaw, Ramsay MacDonald, H. G. Wells, Sidney Webb, Galsworthy, and Dr. Gore.

His quest for knowledge will range from radium and aviation to syndicalism and mendelism, and for providing information on these practical matters such a series as The People's Books (published by Jack), The Cambridge Manuals of Science and Literature, or The Home University Library is invaluable. That such books should be concisely written is essential owing to the technical difficulties of Braille, but apart from this consideration the question of style is one of secondary importance, the main point being that they should treat of subjects worthy the attention of a man who will concern himself fearlessly and candidly with interests and ideals of his own generation.

A word may perhaps be added on the question of religious literature, lest it appear that its importance in the Braille library is altogether ignored. It may rather be suggested that the influence of religion in the lives of the Blind is of such supreme moment that none but the very best books of this kind should be offered to them. The Bible in open to all, and provides at once an inexhaustible spring of inspiration and an infallible standard by which all works of a religious character may be tested—a standard not of opinion or of dogma but of dignity, simplicity of outlook, and sincerity of utterance; those fundamental qualities which never fail to appeal to human nature, whatever be the cast of mind or stage of development, and which win from mankind an instant and loyal response in renewed courage and vitality, clearer vision, and a more active and far-reaching devotion to the claims of life.

[We are glad to publish the foregoing article, as it demonstrates the necessity for a class of books which have not previously been published in Braille for the very obvious reason that such did not exist. The Home University Series, The Cambridge Manuals of Science and Literature, and the People's Books constitute a new departure in the publishing world. Each forms a series which is at once authoritative, concise and comprehensive, and thus peculiarly suited to the needs of the Blind. We are glad to inform our readers that The British and Foreign Blind Association is at work publishing books belonging to the Cambridge Series and the Home University Series. They have also under consideration the issue of some of the books forming Messrs. Jacks' Books for the People.—EDITOR.]

\* \* \* \*

## The New Copyright Act.

**O**N 1st July the new Copyright Act came into operation. It brings with it many long-wished-for advantages to authors, but these have the effect of restricting the use of copyright works to an extent unknown under the old Act. As books and music for the use of the Blind are almost exclusively reproductions of ink-print editions, we are concerned more with the infringements of the new Act than making copyright any original productions of our own.

Hitherto, care has been taken to obtain written permission from the holders of copyright works when it was desired to stereotype and publish a work in an embossed system, and it will be more essential than ever to continue to do this. With handwritten transcriptions, however, we fear no such precaution has been taken, and books have been transcribed into Braille without reference to copyright. In the new Act it is an infringement of copyright in a work to produce or reproduce it, or any substantial part of it, in any material form whatsoever, but fair dealing for the purpose of private study, research, criticism, review, or newspaper summary is permitted.

With the object of obtaining legal advice on this matter The British and Foreign Blind Association consulted its legal adviser, Dr. A. W. G. Ranger (Messrs. Ranger, Burton & Frost) as to whether in his opinion it is now "necessary for copyists to ask permission to copy any work into Braille before undertaking a transcription." His reply, which is as follows, makes it clear that such permission *is* necessary :—

Langbourn Chambers,  
17, Fenchurch Street, E.C.,  
3rd July, 1912.

Dear Mr. Stainsby,

In reply to your letter of the 1st inst., I have considered the provisions of the Copyright Act, 1911, with a view to seeing what is its effect so far as concerns the reproduction into Braille of single copies of a copyright work by hand.

Section 1, Sub. Sec. (2) defines copyright as the sole right to produce or reproduce the work, or any substantial part thereof, in any material form whatsoever, and goes on to provide that it shall include the sole right (*d*) in the case of a literary work to make any record, perforated roll, or other contrivance by means of which the work may be mechanically performed or delivered.

Section 2 provides that any fair dealing with any work for the purposes of private study, research, criticism, review or newspaper summary, shall not constitute an infringement of copyright.

This being the law, I am of opinion that, in strictness, the making of a single Braille copy of a copyright work, without the consent of the owner of the copyright, would be a breach of the Act, but I cannot help thinking that, having regard to the nature and object of the reproduction, the consent of the owner of the copyright would in almost all cases be freely forthcoming.

The position is just the same in the case of original music, for this is expressly included in Section 1.

Yours very truly,

(Signed) A. W. G. RANGER.

\* \* \* \*

## Reduced International Postage.

ON Thursday, July 18th, at the General Post Office, Mr. Herbert Samuel received a Deputation appointed to confer with him on the question of reduced international postage on embossed literature. The members of the Deputation were Mr. H. M. Taylor, M.A., F.R.S., Chairman of the Technical and Book Committee of The British and Foreign Blind Association; Rev. H. J. R. Marston, M.A.; Mr. W. H. Dixon, M.A.; Miss Lily Bell, of the Royal Normal College, Upper Norwood; Mr. W. P. Merrick, Member of the Council of The British and Foreign Blind Association; Mr. H. C. Warrilow, F.R.C.O.; and Mr. Henry C. Preece, Travelling Secretary of The British and Foreign Blind Association.

The Deputation was introduced by Viscount Valentia, M.P., who stated that he introduced the Deputation whose recommendations brought about the great reduction in inland postage rates in 1906. He was informed that a considerable amount of embossed literature was sent to other parts of the world, and the present heavy rates of postage limited instead of encouraged the production of literature for the benefit of the Blind.

Mr. H. M. Taylor thanked the Postmaster-General for his kindness in receiving a Deputation of the Blind. Many years ago he knew Mr. Henry Fawcett very well, but when he was talking to him he little thought that he would one day visit the General Post Office to speak, as a blind man, on behalf of the Blind. But he knew from

his experience how great was the need of the Blind for embossed literature and music of all kinds, and in his own case, although he lost his sight late in life, he had found the very greatest advantages in having a ready access to embossed literature. Mr. Taylor paid a tribute to the great boon which Mr. Sydney Buxton, the previous Postmaster-General, had conferred upon the Blind in 1906 when, after he had been some months in office, he made a considerable reduction in the inland postal rates for embossed letters and books. That reduction had given a great impetus to the production and use of embossed literature, and the Blind were very grateful for the advantages they possessed in this respect. Mr. Taylor then drew attention to the very heavy rates charged for embossed literature sent by post to foreign countries. He showed to the Postmaster-General a volume of Scott's "Ivanhoe" and a copy of *Progress*. "Ivanhoe" was published in six volumes, and weighed 25 lb. The price of the six volumes was 19s. 6d. and the postage within the United Kingdom was 10d. A table was given showing the amount of postage to different countries including:—

			s.	d.				s.	d.
South Africa	...	...	24	9	Italy	...	...	9	9
Australia	...	...	19	0	Russia	...	...	9	9
New Zealand	...	...	12	6	China	...	...	15	0
India	...	...	12	0					

The price of *Progress* was 6d., and the postage within the United Kingdom, 1d. The postage Abroad was 6½d. He thought that these figures demonstrated that the rates were very high in proportion to the rates for the United Kingdom, and the Deputation trusted that the Postmaster-General would find it possible, in conjunction with other countries, to bring about a substantial reduction. The boon would be appreciated by readers of embossed literature and music, not only in our own Colonies and Dependencies, but throughout the world.

The Rev. H. J. R. Marston said he would confine his observations to the imperative necessity of doing something to educate and train the enormous numbers of the Blind in India. He had recently been told that there were over 500,000 Blind there, and that these were mostly living under conditions of destitution and ignorance. A great responsibility for the welfare of this vast mass of the helpless Blind rested upon the people of this country. We ought to take very definite measures in order to procure their training and education, and to see that their spiritual welfare was not neglected. A reduction in postal rates would enable us to despatch larger amounts of the necessary books for this purpose.

Mr. H. C. Preece pointed out that charity played an important part in the production and purchase of embossed literature. The publishing houses did not make any profit out of the sale of books, and consequently if heavy amounts had to be paid for postage, the deficiency must be met from charitable sources. It was essential that charity given for the production and purchase of books should be applied to that purpose to the greatest possible extent. Constant and increasing demands for books were received from abroad, from

schools, institutions and individuals, and reduced postage would increase the demand and facilitate the supply. There were approximately a million Blind living under the British Flag. Experience had proved in this country that education and training not only brought joy and comfort to the Blind, but enabled large numbers of them to become useful and economically independent. The same results would probably follow if suitable literature was put into the hands of the Blind of various races. The British and Foreign Blind Association with others had arranged an international Hebrew code, and literature in that code was already being published, while books had also been prepared in various native languages of Africa and Asia. Cheaper postal rates would enable this policy to be rapidly developed, and would have a great effect in improving the condition of the Blind throughout the Empire.

Miss Bell referred to the schools in India and the Colonies which were engaged in teaching the Blind. The very heavy postal rates hindered these schools in getting a sufficient number of text-books—and the latest text-books were essential if the Blind were to be well educated. She hoped that every encouragement would be given to enable these schools to carry on their necessary and valuable work.

Mr. W. H. Dixon stated that at a recent international Conference of the Blind at Exeter, very strong representations were made in favour of a reduction of international postal rates, and this Deputation was the result. He spoke of the international aspect of the question. It was essential, owing to the cost and difficulties of production, that similar works should not be published in embossed type in different countries, and the lowest practicable rates of postage between different countries were essential in order to promote the frequent interchange and distribution of embossed books of all kinds. Purchasers, for instance, of the Latin and Greek Classics in embossed type, were limited, and cheaper rates of transmission would make the limited supply more available for the Blind of all countries who required these books.

Mr. Warrilow pointed out that precisely the same arguments applied both to literature and to music. Many of the Blind gained a livelihood as musicians, and it was very necessary that music at the cheapest possible rates should be available in countries other than that of its production.

The Postmaster-General said he was very glad to receive such an unique Deputation. He warmly congratulated them on one point which distinguished it from all other Deputations which he had received during the two-and-a-half years that he had been in office. It was the first Deputation that had expressed its gratitude for what had been done during the past, and he was very pleased to hear that the Blind had so much benefited by the reforms which were carried out by his predecessor, Mr. Sydney Buxton. He congratulated the members of the Deputation on the clear and forcible way in which they had expressed their views, and he would do everything possible to help them. Those who had known him in political life and in the Post Office would not forget the great work which was done by

that distinguished blind Postmaster-General, Mr. Henry Fawcett ; and he would like to tell the members of the Deputation that the only record in the room in which they were sitting of any of his predecessors was a picture in bas-relief of that statesman. As to the points which had been raised, he was informed that the question of International Postal Rates of Embossed Literature had not been considered since the Conference of the International Postal Union in 1885. These conferences were held at intervals of about six years, and the representatives of the different Governments in the Postal Union discussed a number of proposals and projects dealing with the very complicated details of international postage. The Deputation, however, had come to him at a most opportune time. The next Conference of the International Postal Union would be held at Madrid, in April, 1913, and communications were already passing between the different Governments as to the subjects which were to be discussed. It had been pointed out to him that it was possibly already too late to include this question among those arranged for discussion, but he thought that there was little doubt that he would be able to get this question set down for consideration. No time, however, was to be lost if those interested in the question were to get a decision at this Conference next year. Institutions for the Blind in other countries and individuals interested in the question should be at once communicated with in order to get the respective Postmasters-General to arrange that their representatives should support the proposition in favour of reduced International Postal Rates for Embossed Literature. He agreed with the Deputation that the International Postal Rates were very high. He gladly acceded to the wishes of the Deputation to take steps to bring about this reduction, and the British Representative would no doubt be instructed to take the lead when the subject was discussed. Of course, he could not promise any tangible and satisfactory result, but the British Post Office held a commanding position because our Colonies and Dependencies were scattered all over the world, and the views of its Representatives at the Conference therefore carried considerable weight. Even if it was not found possible to reduce the International Rates, he thought it might be possible to charge reduced rates for transmission within the Empire.

Viscount Valentia thanked the Postmaster-General, and stated on behalf of the Deputation that they very much appreciated the sympathetic treatment and the promise of help which they had received.

Following this very satisfactory interview with the Postmaster-General, immediate action will be taken to inform Associations for the Blind and individuals interested in the question in other countries, and to request them to bring pressure to bear upon their respective Governments in order to obtain the support of their representatives at the forthcoming Conference. It is hoped that readers of this magazine in foreign countries will at once take the necessary steps, as of course if foreign representatives are familiar with the arguments in favour of a reduction in the international postage rates, they will be more inclined to support the proposals of the British Government.

**Situation Wanted.**—Shorthand clerk and typist (blind), Miss Ellen Hupber, Association for the Blind, Granby Street, Leicester. Quick and accurate in both branches ; without assistance ; highly recommended ; trained Nottingham Institute. For further particulars apply to address given.

\* \* \* \*

## Association Notes.

**HARVEST ANTHEMS.**—Three Anthems have been selected for publication in Braille, the first of which is now ready. The others are in course of preparation, and will be published during August. Price 4d. each, post free 5d.:—

“God be merciful unto us,” by J. E. West.

“Thou crownest the year with Thy goodnees,” by Josiah Booth.

“While the Earth remaineth,” by J. H. Maunder.

\* \* \* \*

## Our Publications.

*In Preparation.*

**The Holy War**, by JOHN BUNYAN, with Introduction by Rev. A. R. BUCKLAND, of the Religious Tract Society. 3 vols., large size, interpointed.

**Great Souls at Prayer**, selected and arranged by Mrs. MARY W. TILESTON (**pocket size**), interpointed, 4 vols.

**The School**, by T. J. FINDLAY, M.A., Ph.D. (Home University Series). In 2 vols., large size, interpointed. Price 2s. 6d. per vol.

**Bacon's Essays**, with Notes and Glossary (antique spelling). In 4 vols., large size, interpointed.

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. (Vol. I. *now ready*, price 3s. 3d.).

**Mr. Midshipman Easy**, by Capt. MARRYAT. 4 vols., large size, interpointed.

**Parliament**, its History, Constitution and Practice, by Sir COURTENAY ILBERT, K.C.B., K.C.S.I. Large size, interpointed.

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**An Introduction to Mathematics**, by A. N. WHITEHEAD, Sc.D., F.R.S. (Home University Series). In 2 vols., large size interpointed.

*Now Ready.*

IN LETTERPRESS:—

**The Future of the Elementary Education of the Blind.**—(Reprinted from *The Braille Review*.) Price 3d., post free 4d.

IN BRAILLE:—

**The Civilization of China**, by H. A. GILES. (Home University Series). Large size interpointed, 2 vols. Price 2s. 6d. each.

Through the kindness of a Friend of the Blind we are enabled to publish in Braille the ever-popular Temperance Story:—

**Buy your Own Cherries**, by JOHN WILLIAM KIRTON. **Pocket Size**, interpointed, price 4d., post free 5d. (By kind permission of the owners of the copyright, Messrs. Jarrold & Sons and Messrs. S. W. Partidge & Co., Ltd., London.)

## OUR PUBLICATIONS—(continued.).

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**Evening Canticles:**—

11. Magnificat; 12. Nunc Dimittis, price 6d., post free 7d.

**Violin Tutor**, by BERTHOLD TOURS (Novello's Music Primers, by kind permission) large size, interlined, price 3s. 6d.

**Kim**, by RUDYARD KIPLING. Large size, interpointed, 3 vols. Price 3s. 6d. each.

**Tristan in the Valley** (specially written for the Deaf-Blind by Miss M. E. FARRELL). Large size, interpointed, 1 vol. Price 2s.

**Spiritual Maxims of Brother Lawrence**, by GEORGE MEREDITH. In 1 vol., large size, interpointed. Price 1s. 6d., post free 1s. 7½d.

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Published by the aid of the Embossed Scientific Book Fund :

**The Groundwork of Psychology**, by G. F. STOUT, M.A., LL.D., In 3 vols., large size, interpointed, Grade II. Price 2s. 6d. per vol.

**Myrrh and Spicery** (verses by Miss FARRELL)—free copy may be obtained from The British and Foreign Blind Association, 206, Great Portland Street, London, W., on sending 1d. stamp for postage.

Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."

## THE BLIND.

This is a magazine relating to matters affecting the Blind, printed in ordinary type, and published on the 20th of January, April, July, and October. Price 1s. 2d. per ann., post free. The last number, just to hand, contains Notes—Annual Meeting of the Union of Institutions, Societies, and Agencies for the Blind in the Metropolitan and Adjacent Counties—Work for the Blind of Berkshire (By Mrs. Goodhart)—Typical Cases (By Miss Charnock)—The Care of Blind Children on leaving the London County Council Schools—Annual Meeting of the North of England Union of Institutions for the Blind. Published by the Secretary of Gardner's Trust for the Blind, 53, Victoria Street, Westminster, S.W.

**STUDENTS DESIRING SUPERIOR EDUCATION** for business, professional, or social life should write (in Braille, if desirous) to the Rev. T. Barnard, M.A., Headmaster (himself blind), College for the Higher Education of the Blind, Worcester. Letters answered in Braille if desired.

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[2.]

# Braille



# Review

A Monthly devoted to

the interests of the Blind.

Printed and Published by The British and Foreign Blind Association,  
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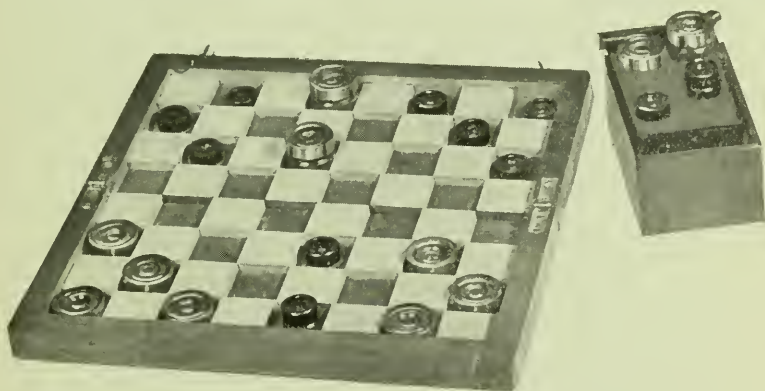
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[No. 9.]

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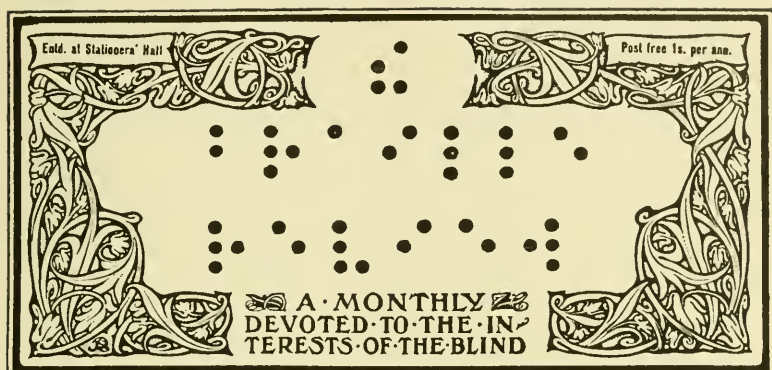
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VOL. X.

SEPTEMBER, 1912.

No. 9.

## Scottish Out-Door Blind Teachers' Union.

REPORT OF THE CONFERENCE HELD AT  
EDINBURGH ON 7TH JUNE, 1912.

Prepared by Mr. C. W. NESS, Clerk of the Conference and Union.

**E**LEVEN years have passed since the Members of the Union met in Conference at Edinburgh. Needless to say, numerous changes have taken place amongst us during that time, but the work is still being prosecuted zealously and with increasing benefit to the Blind in Scotland.

It may interest those unacquainted with our work to know that the Union is comprised of ten Societies, the Missionary Agents of which travel all over Scotland, teaching and rendering assistance in a variety of ways to the Blind not resident in Institutions.

Taking the Societies in alphabetical order, allow me to make a brief statement of each. First, Aberdeen Town and County Society, whose operations extend to the County of Banff, part of Kincardine, and the Orkney and Shetland Islands. When I remark that Aberdeenshire is the fifth largest of the Scottish Counties you will understand that Miss Lyall, the Missionary Teacher, has a wide sphere of influence. She has 360 blind on her roll, of whom 151 have been taught to read the raised types. On consulting the Society's Report we find that it is in the enviable position of having for its President the Earl of Aberdeen, while a Marquis, two Lords, and a Lord Provost figure as Vice-Presidents. Last year a considerable number of new volumes were added to the Library. In the City Miss Lyall carries on a Social Club, which does much to brighten the lives of those who attend. Home industries such as knitting,

rug-making and basket-work she teaches, and of the goods made, articles to the value of £163 were sold last year. In rendering assistance the sum of £58 was disbursed.

In the Orkneys a Colporteur is engaged to visit among the Blind, and last year an eye specialist, Dr. Soutar, of Aberdeen, paid a visit to the Islands and did much good work. Miss Lyall herself visited the Blind on the Shetland Islands, her visit being greatly appreciated by them. She arranged with the Committee there that Dr. Soutar should pay a visit at no distant date, and we can imagine what a great boon that will be. The income of the Society last year was £634, and the expenditure £603.

We shall now leave the Highlands and Islands and come to the Sunny South, where the Dumfries and Galloway Society holds sway. Mr. John Thomson, the devoted Missionary, is not with us, but sends greetings and best wishes. I find from his Statement that he has 109 blind people under his care, and of that number 54 are readers. This is comparatively a large percentage of readers. There are approximately 1,000 volumes in Moon and Braille in the Library, to which from various individuals interested in the work 27 new volumes were added last year. The magazines "Santa Lucia," "Hora Jucunda," "Progress," "Church Magazine," "Channels of Blessing," and "Dawn" are regularly received, and are much sought after by the readers. Amongst his people there are knitters, tea dealers and firewood sellers. Although not possessing a Benevolent Fund, little difficulty is found in obtaining help for the needy ones. The income for the year has been £116, and the expenditure £117.

We again journey northwards along the Forth and Tay Bridges and arrive in Dundee. The Dundee and Lochee Mission is in the thirty-third year of its existence. One of the speakers at the last Annual Meeting expressed pleasure that the Society not only looked after the physical, but took care of the spiritual side. "So many Missions nowadays," he said, "contributed almost entirely to the physical upkeep of the people under their care." Mr. Maltman, assisted by Miss Wilson, carry on the work of this Mission, and have 164 on their roll. Mr. Galt, the previous Superintendent, though laid aside from active duty, is still keenly interested in the Mission's various branches, and gives ungrudgingly wise counsel and the benefit of his experience. The Members of the Ladies' Auxiliary render good service by visiting, collecting, and embossing Braille books. A new feature last year, which proved a great success, was a Social Meeting amongst the Blind at the expense of the ladies. Though no pension fund is attached to this Mission, 21 of their blind people receive the old age pension, and 44 are in receipt of pensions from various Mortifications in the City. They are with few exceptions indebted to the Missionaries for securing these. Pedlars' certificates and wares, and grants of tea to start tea agencies form part of the industrial aid given. In supplying food, coals, and clothes to necessitous cases, medical aid and medicine to the sick, in paying

rents and providing spectacles where required, this Society spent last year £122 2s. 8d. This was collected by the efforts of the Missionaries.

We now come to the Edinburgh and South-East of Scotland Society, whose operations extend over five Counties. These being to a large extent agricultural the population is not so dense, and therefore the Blind are not so numerous as in the West, where large manufacturing towns abound. The Library contains 1,600 Moon and 1,100 Braille volumes, of which 3,958 were circulated last year, exclusive of magazines. Of the 100 new volumes added during the year 48 were granted by the Public Free Libraries Committee, but the majority of the Braille volumes were hand-embossed. The income was £1,441, and the expenditure £1,471. The Jamieson Fund for pensions is accountable for these large totals. From it were paid out 34 pensions of £10 each and 30 of £8 each, and also purchased and furnished a holiday home for our Blind. £125 was spent for work and benevolent purposes. The Social side of our work includes five Social Meetings, and an annual strawberry feast to the Blind in the City Poorhouses and those attending the monthly prayer meeting. The spiritual side, besides the visitation, includes three prayer meetings each month, and four weekly meetings the in Eye Wards of the Royal Infirmary.

The Fife and Kinross Society comes next in order. Originating in 1865, it ranks third in seniority. The late Mr. James Watson for years carried on the work now done by our friend, Miss Craig. Many of the towns and villages in which the Blind reside have no railway connection, and a cycle run of 30 miles is quite a common occurrence in order to overtake the visitation of the 142 blind people. There are 38 readers, and 510 volumes in the Library. These are supplemented quarterly by 16 Braille volumes from the National Lending Library. 563 Braille volumes were circulated last year, and 30 in Moon type. Miss Craig has a weekly social meeting with the Blind in Kirkcaldy district. Knitting, rug-making, cane-work, etc., are taught, and the goods are disposed of at sales held at various centres. Last year's income was £290, and the expenditure £285.

The Forfarshire Mission includes the Southern half of Kincardineshire, and is worked by Miss Macrae. I understand she has resigned, and soon enters upon another sphere of usefulness from which resigning is somewhat difficult. Miss Wilson, of the Dundee Society, succeeds her. There are 100 names on the roll, and she endeavours to visit them every month, distributing books and supplying materials to the workers. There are 30 knitters, and last year four sales were held to dispose of the goods. £30 have been spent in providing clothing, coals, etc., £4 6s. in sending patients to the Dundee Eye Institution and providing spectacles, while 6s. 6d. per week is paid to assist the maintenance of a boy at the Dundee Institution for the Blind.

We now pass to the Glasgow and West of Scotland Mission, which has almost 50 per cent. of the Blind in Scotland under its

care. This is not surprising, Glasgow itself being the second city in the Kingdom. Mr. Frew Bryden, the Superintendent, is ably assisted by six Missionaries, a Collector and a lady Clerk. There are 1,545 persons on the roll; 683 are readers. The library contains 6,557 volumes, one-half being Braille; 7,302 volumes were circulated last year. The income was £3,577, and the expenditure £3,785. Of the latter, £2,060 was for work and benevolent purposes. The work of the Society includes visitation and teaching, distribution of books, the conducting of reading clubs in various districts, and the providing of means by which some of the Blind may begin and continue some simple form of trading. Coals, clothing, blankets and other comforts are given to deserving cases, and monthly allowances of from 6s. to 10s. are granted to 80 of the aged and infirm. There are also winter socials and summer excursions—the latter to the favourite resort of the Glaswegians “doon the watter.” The Ladies’ Auxiliary in connection with the Mission has a workroom where the women are taught to knit, and a sale room where the goods are disposed of. A Bible Class and Prayer Meeting are held weekly. There is also a Home where for a small rent six elderly women have each a room, and are attended by a matron. Two ladies have provided Cottage Homes in the Country, where last year 119 women enjoyed a holiday. It is impossible to mention all that is being done, but from what has been said it will be understood that a great and good work is carried on amongst the Blind in the West, by the Glasgow Mission and Ladies’ Auxiliary.

Let me now transport you to the Capital of the Highlands, Inverness. The Home Teaching Society there began in 1867, developed into an educational Institute for the young, a home for young women, and workshop for men, and is now called the Northern Counties Institute for the Blind. The Outdoor Mission work, however, is not given up—far from it—indeed, it may still be termed the foundation of the whole. Mr. M. G. Mackenzie, so long connected with the Mission, has the Blind in the town of Inverness, the Counties of Nairn and Moray, and the Island of Lewis under his supervision, and Mr. John Mackenzie takes the Inverness County, with Ross, Sutherland and Caithness Shires. The Blind number 354. There is a large library at the Institute, and six local libraries in different parts of the territory. Visitation, of course, brings them into touch with young and old. The young are sent to the Institute to be taught, and men and lads to the workshop to learn suitable occupations. They are greatly helped in all branches of the work by what is termed the Donald Frazer Bequest, which exists for the benefit of the Blind in Inverness-shire.

The fair City of Perth and County Association is next in order, where Mr. Wm. Thomson for the last 34 years has carried on the work of Missionary Teacher. The area is large, and in the remote districts a cycle cannot always be used, but the warm welcome extended is ample reward for any inconvenience. Among the 110 blind there are 50 readers. The library consists of 752 Moon books and 194 Braille. The readers have perused 531 volumes during

the year. Knitting is provided for the women, and the men are encouraged in work of various kinds. In rendering assistance to the poor the sum of £30 was spent last year.

Last but not least comes the Stirling, Clackmannan and Linlithgowshire Society, with which Mr. Wm. Milne has been so long associated. Mr. Milne can claim the largest percentage of readers. Out of his 107 blind people 54 are readers of the raised type, and his library contains 1,800 volumes; 1,152 in the Moon system and 648 in the Braille. The volumes circulated last year numbered 736. From the funds of the Society £23 6s. was disbursed for work and benevolent purposes, and £23 12s. was received from friends to assist special cases.

From all that we have said, Mr. Chairman, ladies, and gentlemen, you will see that the work of the ten Societies extends over the whole of Scotland, as well as the Orkney, Shetland and Western Islands, and that the Missionary Teachers are working for the temporal and spiritual welfare of the Blind under their care. Let me now summarize the whole: From the returns sent me, the ten Societies have 3,466 blind under their care, 1,715 of these being men and 1,751 women. Of that number 1,467 have been taught to read the raised types. The volumes in the libraries of the ten Societies number 14,035 Moon and 6,440 Braille, a total of 20,475 volumes. The Missions last year circulated 8,327 Moon volumes and 8,549 Braille, a total of 16,876 volum.s. The income for the year, excluding balances, was £7,065 13s. 10d., and the expenditure £7,357 13s., nearly one-half of which was disbursed in pensions, grants and assistance rendered in the ways already indicated.

\* \* \* \*

## Mr. H. C. Preece.

**M**ANY of our readers will be interested in the following extract from the "List of Lecturers," issued by the Lecture Agency, Outer Temple, Strand, W.C.

"During the past season there was a highly-gratifying demand for lectures by Mr. Preece. His reputation as a lively and diverting speaker—as a speaker with a stirring message eloquently delivered—brought his name into prominence when courses were being arranged. Many of the most influential Societies give him a date in their syllabuses. There is a bright future for Mr. Preece on the popular lecture platform."

During the autumn and winter Mr. Preece, who is the Travelling Secretary of The British and Foreign Blind Association, gave eighty-five lectures and addresses, and addressed over 30,000 persons. He was asked to lecture on the Education of the Blind in well-known public schools like Mill Hill, Sherborne, St. Lawrence College, Ramsgate, and Kingswood School, Bath, and future engagements have been promised at Eton, Rugby, King's School, Canterbury, etc. He also lectured or spoke to various Institutions and Associations connected with the Blind at Leeds, Bradford, Leicester, Oxford, Leatherhead, and Swiss Cottage, and the Council of The British and

Foreign Blind Association are very glad for Mr. Preece to speak at special meetings and gatherings in connection with the Blind.

A considerable number of lectures, etc., have already been arranged for the coming season in all parts of the country, and local Institutions and Associations will be notified, so that if desired Mr. Preece can pay them a visit.

\* \* \* \*

## The Optophone.

[This Instrument was invented by Mr. E. E. FOURNIER d'ALBE, of Birmingham University.]

**A**T the Optical Exhibition in the South Kensington Science Museum recently Mr. d'Albe gave a demonstration of his "Optophone." It is based on the well-known property of selenium of changing its resistance when illuminated. This change of resistance is made to give rise to a current which, when interrupted by a special contrivance and sent through a telephone, gives out a sound varying in loudness with the intensity of the light. The experimenter puts on a telephonic headress, which presses on each ear a receiver connected with a small oblong box. He holds this box camera fashion, pointing its open end at any object, light or dark. When it is turned towards a window or lamp, a low vibrating or buzzing sound is heard, and this stops when the box is turned towards a dark surface or when its open end is closed. It is hoped that the sound can be made distinctly musical. But, far more important, the instrument is thought capable of such development that the very shapes of the objects confronting it can be distinguished by the nature of the varying sounds they produce. The price of the "Optophone" is £7 15s. 0d.

[We had, previous to the Optophone being announced, taken an interest in a somewhat similar apparatus, invented by a Mr. Cox, an undergraduate of the London University. A friend kindly gave us money to experiment with this instrument. It was not very well made, but we did sometimes succeed in differentiating between light and dark. Mr. Cox claimed that it should distinguish colours—this is more than the Optophone claims. We are afraid such inventions will be of little or no value to the Blind, and we are rather sorry that announcements have appeared in the newspapers which may raise false hopes.—EDITOR.]

\* \* \* \*

SANSAKU OKUMURA, a masseur in the Tokyo School for the Blind, Japan, recently died at about the age of 50, and at his request his body was dissected. The doctors found that the optic nerve was contracted, which was the cause of his blindness. The auditory nerve and the olfactory nerve were very abnormally developed. His brain also was very highly developed.

\* \* \* \*

## Association Notes.

**HEBREW BRAILLE.**—The Book of RUTH in the Braille Hebrew Code prepared by Rev. H. McNeile is now ready, and those who are interested in this question should write for a free copy from The British and Foreign Blind Association, who will be glad to have any criticisms and suggestions on the system.

**CORRESPONDENT.**—Mr. Kenneth Maclean, 69, Keith Street, Stornoway, would like to correspond with a sighted person desiring a blind correspondent.

**WHIST COUNTERS FOR THE BLIND.**—A handy little case has been designed, containing two narrow slips working in sockets. Each slip is marked with the Braille numbers 0 to 9, and as the case only allows one figure on each to be exposed at a time, any number from 00 to 99 can be indicated by pulling out the slip. The case is of a size convenient for the pocket, and will enable whist players, etc., to keep their own scores. Price 2d., post free 3d., from The British and Foreign Blind Association.

**NEW QUALITY OF MANILLA PAPER.**—In response to inquiries, The British and Foreign Blind Association is introducing a new quality of Manilla paper, to be styled "Manifolding Manilla," in the usual three sizes—Large, 10-in. by 13½-in.; Intermediate, 10-in. by 9½-in.; Small, 7½-in. by 10½-in. This Manilla is much thinner than anything yet placed on the market. Two or even three copies of a transcription can be made at the same time. The paper is therefore very useful where matter is of passing interest only, and is not required for permanent or library purposes. Although so thin, the paper is very tough, and will probably serve also for rough notes or memoranda. The price by weight is the same as the Best Manilla, 4d. per lb., but as there many more sheets per lb. it is very economical to use. Sample of Manilla Papers for all purposes sent post free on application.

**THE BRAILLE LITERARY JOURNAL**, a monthly periodical for the Blind, containing original contributions and articles selected from high-class magazines, newspapers, reviews, etc.—No. 1, Vol. VII. (August 10th) now ready. Contents: Civilization in Danger, from *The Hibbert Journal*—King Edward VII., from *The Times*—Lord Morley on Democracy, from *The Times*. Price 1s. post free, 12s. per annum; Abroad 16s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

**THE BRAILLE MUSICAL MAGAZINE.**—No. 1, Vol. VI. (July 20th) now ready. Contents: Staff and Braille Side by Side, with Diagrams (*continued*)—National Lending Library—Plainsong (*S. Royle Shore*)—Correspondence—Obituary: Mr. Frederick Crabtree—Our Tuners' Column—Tuners' Question Box—Items of Interest—Insets: "Grand Solemn March" in E Flat (Organ) *Henry Smart*—"Thou'rt Passing Hence" (Song) *Sir A. Sullivan*. Price 1s. post free, or 6s. per annum, abroad 8s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

\* \* \* \*

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**The Holy War**, by JOHN BUNYAN, with Introduction by Rev. A. R. BUCKLAND, of the Religious Tract Society. 3 vols., large size, interpointed, 2s. 6d. per vol.

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**Bacon's Essays**, with Notes and Glossary (antique spelling). In 4 vols., large size, interpointed. (Vols. I. and II. now ready, price 3s. 6d. each).

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**An Introduction to Mathematics**, by A. N. WHITEHEAD, Sc.D., F.R.S. (Home University Series). In 2 vols., large size interpointed.

## OUR PUBLICATIONS—(continued).

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Myrrh and Spicery (verses by Miss FARRELL)—free copy may be obtained from The British and Foreign Blind Association, 206, Great Portland Street, London, W., on sending 1d. stamp for postage.

Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."

### THE BLIND.

This is a magazine relating to matters affecting the Blind, printed in ordinary type, and published on the 20th of January, April, July, and October. Price 1s. 2d. per ann., post free. The last number, dated July, contains Notes—Annual Meeting of the Union of Institutions, Societies, and Agencies for the Blind in the Metropolitan and Adjacent Counties—Work for the Blind of Berkshire (By Mrs. Goodhart)—Typical Cases (By Miss Charnock)—The Care of Blind Children on leaving the London County Council Schools—Annual Meeting of the North of England Union of Institutions for the Blind. Published by the Secretary of Gardner's Trust for the Blind, 53, Victoria Street, Westminster, S.W.

**WANTED.—Nursery Governess** (sighted), used to training blind, for a child of 4. Apply, stating full particulars and salary required to HENDERSON, 29, Sackville Gardens, Hove. [9]

**STUDENTS DESIRING SUPERIOR EDUCATION** for business, professional, or social life should write (in Braille, if desirous) to the Rev. T. Barnard, M.A., Headmaster (himself blind), College for the Higher Education of the Blind, Worcester. Letters answered in Braille if desired.

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[2.]

## Braille



## Review

A Monthly devoted to

the interests of the Blind.

Printed and Published by The British and Foreign Blind Association,  
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Vol. X.]

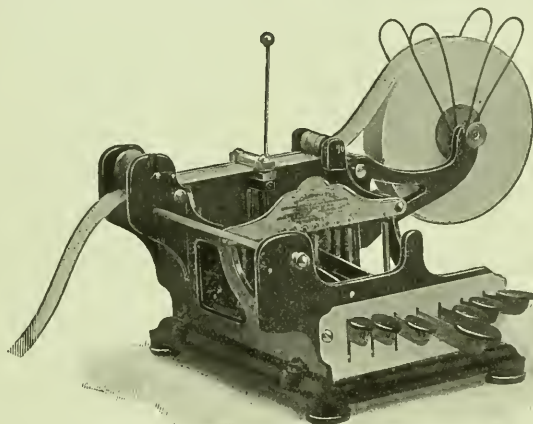
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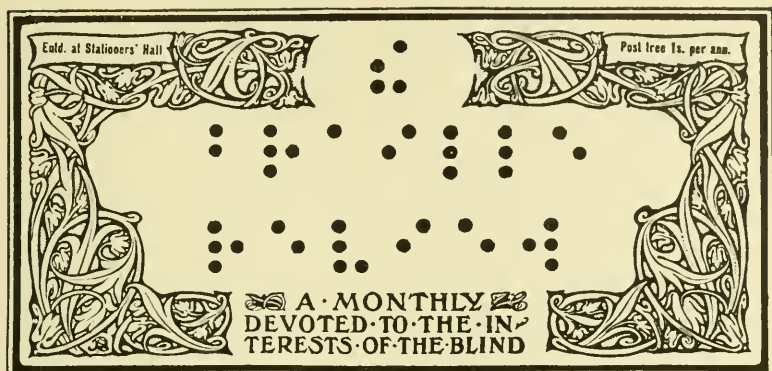
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VOL. X.

OCTOBER, 1912.

No. 10.

## The Education of Partially-Blind Children.

THE BIRMINGHAM ROYAL INSTITUTION  
FOR THE BLIND.

**C**LASSES were started at the instance of the Birmingham Education Committee, following the medical inspection of school children. It was found that there were many children in the Council Schools who were not benefiting by the instruction given, on account of defective eyesight, and it was decided to establish special classes for such cases at the Birmingham Royal Institution for the Blind.

The Education Committee contribute for each child attending the day classes at the rate of £10 10s. per annum, which amount covers the cost of tuition and the provision of a mid-day meal on the five days in the week that the children are in attendance. In addition to this amount, the Board of Education pays a grant at the rate of £5 5s. per annum for each pupil.

The children are discovered in the Council Schools by the Education Committee's Medical Officers, and are transferred to the day classes for the Blind on the recommendation of their Medical Superintendent.

Most of the children are partially blind, and their homes are situated at such distances from the Institution as to enable them to come backwards and forwards daily. In cases where the homes are unsuitable, the children are usually recommended by the Education Committee as suitable for admission as resident pupils.

Guides are provided by the Education Committee, and the children are brought to the Institution by tram, omnibus, etc., the Education Committee paying the cost.

At this Institution the children are examined on their arrival each morning by the Head Guide, who has had some experience. She makes enquiries as to the health of the children, sickness in the homes from which the children come, and also examines the children as to cleanliness. In cases of doubt the pupil is submitted to the Institution Nurse for examination, and when necessary the matter is reported to the Education Committee. If a child is absent from the

Institution on account of sickness, when he or she returns a medical certificate must be produced to the Head Guide, stating that the child is free from infection. In case of infection in the home, a certificate to the effect that the quarantine period has expired must be produced.

The pupils attending the day classes are divided into two sections by the Institution's Ophthalmic Surgeon. The partially-blind who may use their sight are taught "sighted" methods, and the remainder are taught "blind" methods. In the first (or "sighted") section, all lessons are of short duration; the type of the reading books is carefully chosen as to size and distinctness; the writing and arithmetic are not required in lines; while penmanship is a subject which of necessity has to suffer. Most of the day pupils are taught typewriting. The manual work is such as is taken by the Blind. There are considerably more oral lessons than in a school for sighted children. All maps used are of the embossed kind, and the children are also taught clay-modelling, basket-weaving, rug-making, needle-work (on coarse and fine canvas), chair-seating, netting and knitting. Domestic work is left out only because the Institution has no facilities for teaching this subject.

In some cases children are sent to these classes for a short period only, in order that they may rest their eyes. After a few months' attendance they are able to return to ordinary Council Schools.

The following is an extract from the Report of the Institution :—

"In the Annual Report of last year reference was made to an enquiry from the Birmingham Education Committee, with regard to the admission of partially-sighted day pupils. This enquiry has resulted in 52 scholars being admitted during the past year. The number is rather more than anticipated at the time the proposal was made, but it is not thought that the average attendance will exceed forty—the number approved by the Board of Education. The first batch of these children was admitted at the end of October, 1910, and so far the experiment has proved to be extremely satisfactory. The instruction imparted to the day scholars is strictly on the oral system, and the children remain at the Institution for the mid-day meal. It is hoped to transfer to ordinary schools a number of these children after they have received instruction at the Institution for a period of about two years, the object being, by resting the eyes of the children as much as possible, to improve and in some instances to save their sight. The scholars referred to have one or more of the following defects:—Congenital, Progressive Myopia, Corneal Opacities, and Acute Keratitis."

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#### LONDON COUNTY COUNCIL.

The chief features of the Myopic Classes are :—

- (1.) That the children are not allowed to learn Braille writing or reading.
- (2.) That they are not allowed to read ordinary books, papers or magazines.
- (3.) That they are not allowed to do any needlework, or even knitting if held near the eye.

- (4.) That they attend the *sighted* school for all "oral" lessons, drill, singing, woodwork, cookery and laundry.
- (5.) That all writing, arithmetic, reading, and a few manual occupations are done in the special classes.

The room is fitted all round with writing boards and ruled so as to allow large figures or letters to be written.

## State Aid for the Blind.

**I**N view of the efforts which are being put forth to secure State Aid for the Blind we print herewith the text of the two Bills which have been drafted to secure assistance for the Blind in the form of Technical Education, Employment, etc. That appearing first is being promoted by the National League of the Blind. The second is the work of representatives of the Institutions and Societies for the Blind in the United Kingdom. Each is an earnest attempt to bring before Parliament and the country the urgent needs of the Blind. Our hope is that the promoters of each may come together and agree upon *one* Bill.

### A BILL TO PROVIDE FOR THE TECHNICAL EDUCATION, EMPLOYMENT AND MAINTENANCE OF THE BLIND.

WHEREAS the number of Institutions now existing wherein blind persons are able to receive an adequate technical education is insufficient, and whereas the workshop accommodation at present provided for those blind persons who are proficient in particular industries is insufficient, and whereas in many cases where adults are overtaken by the affliction of blindness they are completely incapacitated from earning their livelihood. Be it therefore enacted by and with the advice of the Lords Spiritual and Temporal and Commons in this present Parliament assembled and by the authority of same as follows :

(1.) County Councils and Borough Councils within the United Kingdom shall make suitable provision for the training and employment of Blind persons above 16 years of age. For this purpose they are empowered and required to erect or acquire, equip and maintain Technical Schools and Workshops wherein Blind persons shall be taught and employed at such trades as they shall be competent to follow.

(2.) The said Councils shall pay the said blind persons a rate of wages such as will enable them to maintain a decent existence. The minimum wage to a female adult worker shall be thirteen shillings per week and the minimum wage to a male adult worker shall be determined by reference to the rate of pay paid by the said Councils in their respective areas to unskilled workers capable of seeing.

(3.) County and Borough Councils shall contribute towards the equipment, enlargement, alteration and maintenance (including minimum wage as set forth in Clause 2) of existing Technical Schools and Workshops maintained by voluntary contributions at the passing of this Act, provided that the public are adequately represented on the management, and provided also that the managers comply with Section 2 of this Act. The Local Government Board shall determine what is adequate representation and what is a compliance with Section 2.

(4.) The powers of County and Borough Councils under this Act shall include the provision of vehicles or the payment of reasonable

travelling expenses for blind persons, teachers and officers attending a technical school or workshop whenever it shall be considered that such provision or payment is required by the circumstances of their area or of any part thereof and shall also include powers to provide on such terms and to such an extent as may be necessary the fees of blind persons at technical schools or workshops or hostels without or within their area.

(5.) The term of apprenticeship for which the Imperial and Local Authorities herein assume financial responsibility shall not exceed a period of five years.

(6.) In cases where through infirmity or incapacity a blind person is unable to learn a trade or support himself or herself by means of a trade or other employment an allowance of not less than ten shillings per week shall be made to him or her in order to provide for his or her maintenance.

(7.) The authorities of technical schools or workshops receiving financial aid under this Act shall furnish a detailed statement of accounts setting forth the amounts paid in salaries to teachers, in wages to officers and in wages and allowances paid to blind persons employed at the aforesaid institutions. The aforesaid accounts shall be subject to examination by approval of an auditor or auditors to be appointed by the Local Government Board. Such accounts to be rendered to all contributing authorities at the close of each financial year.

(8.) Two or more County Councils or Borough Councils may combine for the performance of their respective duties under this Act.

(9.) One half of the cost of meeting the provisions of this Act shall be met by a grant from the Imperial Exchequer to the County or Borough Council or Councils.

(10.) This Act shall come into operation on the first day January, nineteen hundred and thirteen.

(11.) This Act may be cited as the Blind Aid Act, 1912.

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## A BILL TO PROVIDE FOR THE TECHNICAL EDUCATION, EMPLOYMENT AND MAINTENANCE OF THE BLIND.

WHEREAS many blind persons are unable to provide for themselves adequate technical training or to obtain employment when trained :

AND WHEREAS the institutions for the Blind now existing are insufficient to provide technical training and employment for all blind persons capable of profiting thereby :

AND WHEREAS many blind persons in consequence of their blindness are unable when fully employed to earn sufficient wages or remuneration for their proper maintenance :

BE IT THEREFORE ENACTED by the King's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows :—

1. It shall be the duty of every local authority, as hereinafter defined, from and after the commencement of this Act, to make adequate and suitable provision within such time as is reasonably practicable for the technical training and employment, to the extent and in the manner hereinafter set forth, of every blind person over sixteen years of age, resident within the area of such local authority.

2. (i.) For the purpose of providing for the technical training of the Blind every local authority shall establish and/or acquire, equip and maintain within its area technical schools for the blind ; provided that

any local authority may, and wherever practicable shall, make arrangements with any schools or institutions for the Blind within or without its area the provision of such technical training and for this purpose every local authority is empowered to contribute towards the enlargement equipment alteration and maintenance of such schools and institutions.

(ii.) The technical training provided under this Act shall be for a period not exceeding five years in the case of each blind person, and shall only be given to such blind persons, not exceeding fifty years of age at the commencement of such training, as are in the opinion of the local authority, or of the Board of Education on appeal by any person interested, unable adequately to maintain themselves during such training, and capable of receiving and being benefited by such training. Any appeal under this section shall be made and dealt with in accordance with regulations to be drawn up by the Board of Education.

(iii.) No expense shall be incurred or contribution granted under this section by any local authority until the approval of the Board of Education has been obtained to the amount of such expense or contribution, and to the terms, if any, on which the expense is incurred or the contribution granted. Provided that the Board of Education may draw up regulations relating to the incurring of expenses or granting of contributions under this section, and it shall not be necessary for a local authority to obtain the approval of the Board of Education to any expense incurred or any contribution granted in accordance with such regulations.

3. (i.) For the purpose of providing for the employment of the Blind every local authority shall establish and/or acquire equip and maintain within its area workshops for such purposes; provided that any local authority may, and wherever practicable shall, make arrangements with any institutions for the Blind within or without its area for the provision of such employment, and for this purpose every local authority is empowered to contribute towards the enlargement equipment alteration and maintenance of such institutions.

(ii.) The local authority shall (so far as is reasonably practicable) obtain or provide employment under this section for each blind person who has completed a course of technical training under Section 2 of this Act, or who satisfies the local authority, or a Secretary of State on appeal from a decision of the local authority, that he is able with reasonable efficiency to practise some trade industry or employment. Any appeal under this section shall be made and dealt with in accordance with regulations to be drawn up by a Secretary of State.

(iii.) No expense shall be incurred or contribution granted under this section by any local authority until the approval of a Secretary of State has been obtained to the amount of such expense or contribution, and to the terms, if any, on which the expense is incurred or the contribution granted. Provided that a Secretary of State may draw up regulations relating to the incurring of expenses or granting of contributions under this section, and it shall not be necessary for a local authority to obtain the approval of a Secretary of State to any expense incurred or any contribution granted in accordance with such regulations.

4. The terms of contributions approved by the Board of Education, or a Secretary of State, as the case may be, may include provision for representation of the contributing local authority on the governing body of the institution to which it contributes in cases where such representation appears to the Board of Education or a Secretary of State, as the case may be, to be practicable and expedient.

5. Every local authority shall make an annual grant to any workshop established, acquired, equipped or maintained by such local authority, or to any institution towards which such local authority contributes under Section 3 (i.) of this Act in respect of each blind person employed in such workshop or institution for whom the local authority has the duty of obtaining or providing employment under this Act, for the purpose of augmenting the wages actually earned by such blind person. The amount of such annual grant shall be determined in each case by the local authority, but shall not be less than a sum equivalent to a weekly payment of five shillings in respect of each blind person so employed, nor more than a sum to be fixed by a Secretary of State in respect of each such blind person. The sum so granted shall be applied by the governing body of the institution for the purpose aforesaid in such manner and in such proportion as seems to each governing body desirable.

6. (i.) It shall be lawful for local authorities where they think fit to provide the expenses of blind persons for whom they are providing technical training under this Act. The amount so provided in any one year in respect of any blind person shall not exceed a sum to be fixed by the Board of Education.

(ii.) It shall be lawful for local authorities, where they think fit, to defray the cost of conveying blind persons for whom they are obtaining or providing employment under this Act to or from the workshop or institution where the blind person is to be, or has been employed.

7. Whenever a local authority has made any grant of money to any school or institution under this Act the governing body of such school or institution shall render to the local authority accounts, which accounts shall be prepared, verified and audited in such manner as may be prescribed by the Board of Education or by a Secretary of State as the case may be.

8. Two or more local authorities may combine for the performance of their duties under this Act. Local authorities combining under this section may establish, acquire, equip and maintain technical schools under Section 2 or workshops under Section 3 of this Act within the area of any of the local authorities so combining.

9. Any local authority which establishes or acquires a technical school or workshop under this Act shall appoint a governing body consisting of not less than six persons who may, or may not, be members of the local authority, and who shall be responsible for the management of such technical school or workshop. Where two or more local authorities combine to establish or acquire a technical school or workshop the governing body of such technical school or workshop shall be appointed by the local authorities so combining in such proportions as may be mutually agreed upon between them.

10. The provision of any assistance under this Act to a blind person shall not deprive him of any franchise, right, or privilege, or subject him to any disability.

11. (i.) For the purposes of this Act the expression "local authority" shall mean the council of any county or county borough.

(ii.) The expenses incurred by a local authority in carrying out the provisions of this Act shall be paid in the case of a county council out of the county fund, and in the case of a county borough council out of the borough fund or rate.

(iii.) A county council may charge any expenses incurred by them under this Act on any part of their county for the requirements of which such expenses have been incurred.

(iv.) A local authority may borrow for the purpose of this Act :—  
 (a) In the case of a county council in manner provided by the Local Government Act, 1888. (b) In the case of a county borough council as if the purposes of this Act were purposes for which they are authorised by section one hundred and six of the Municipal Corporation Act, 1882, to borrow.

(v.) The Commissioners of His Majesty's Treasury shall from time to time repay to the local authority, out of the moneys provided by Parliament for the purpose, one-half of the expenses incurred by such local authority in carrying out the provisions of this Act.

12. (i.) In this Act—The expression “blind”, means too blind in the opinion of the local authority to perform work for which eyesight is ordinarily required. Provided that where any local authority decided that a person is not blind within the meaning of this Act such person may appeal from such decision in accordance with regulations to be drawn up, and to such person or persons as may be appointed by the Board of Education and a Secretary of State.

The expression “technical training” means the teaching the practice of any trade, industry, or employment which can be followed by blind persons.

The expression “expenses” when used in relation to a blind person includes the expenses and fees of and incidental to the attendance of a blind person at a school or institution, or technical school as mentioned in section 2 of this Act, and the expenses of and incidental to the maintenance and boarding out of a blind person while so attending, and the expenses of conveying the blind person to or from the school or institution or technical school as aforesaid.

The expression “Secretary of State” means one of His Majesty's principal Secretaries of State.

(ii.) For the purposes of this Act, and for the purposes of poor law settlement, a blind person resident in an institution or boarded out in pursuance of this Act, shall be deemed to be resident in the district from which the blind person is sent.

13. In the application of this Act to Scotland—

(i.) A reference to the Scotch Education Department shall be substituted for a reference to the Board of Education, and a reference to the Secretary for Scotland for a reference to a Secretary of State.

(ii.) The expression “local authority” shall mean the council of a county and the commissioners of police of burghs in which there are such commissioners, and in burghs in which there are no such commissioners, the town council.

(iii.) The expression “county fund” shall mean the general purposes rate, and “borough fund or rate” shall mean in burghs in which there are commissioners of police, the police assessment or in their option the public health assessment; and in burghs in which there are no such commissioners any assessment levied by the town council.

(iv.) The borrowing powers conferred on local authorities by this Act may be exercised in the case of a county council under the Local Government (Scotland) Act, 1889, and any Act amending the same, and in the case of the commissioners of police or of a town council under the Burgh Police (Scotland) Act, 1892, as amended by any subsequent Act.

14. In the application of this Act to Ireland—

(i.) A reference to the Department of Agriculture and Technical Instruction for Ireland shall be substituted for a reference to the Board of Education, and a reference to the Chief Secretary for a reference to a Secretary of State.

(ii.) The expression “local authority” shall mean the council of any county or county borough.

(iii.) The expenses incurred by a local authority under this Act shall be defrayed in the case of a county council out of the county fund, as a county at large charge, and in the case of a county borough council out of any rate or fund applicable to the purposes of the Public Health (Ireland) Acts, 1878 to 1907, as if incurred for sanitary purposes, or out of any other rate or fund which the Local Government Board for Ireland may on the application of the Council approve.

(iv.) The borrowing powers conferred on local authorities by this Act may be exercised in the case of a county council under the Local Government (Ireland) Act, 1898, and in the case of a county borough council under the Public Health (Ireland) Acts, 1878 to 1907.

15. This Act shall come into operation on the first day of January one thousand nine hundred and thirteen.

16. This Act shall be cited as "The Technical Education and Employment of the Blind Act, 1912."

## Association Notes.

**THE BRAILLE MUSICAL MAGAZINE.**—No. 2, Vol. VI. (September 20th) now ready. Contents: Reminiscences of A. R. Gaul (*continued*)—The Blind Organist and the Accompaniment to the Cathedral Psalter (*Alexander Clough*)—A Few Thoughts on the Teaching of Music (*Hubert G. Oke, A.R.A.M.*)—Our Tuners' Column—Correspondence—The General Question Box—The Royal College of Organists—Items of Interest—Obituary: Mr. Coleridge-Taylor (from *The Times*)—General News—Examples of Stericker Music—Insets: "Sous Bois," No. 2 of "Six Pièces Humoristiques, pour Piano," Op. 87 (*C. Chaminade*)—"Fantasia," No. 5 of "Original Compositions for the Organ" (*E. Silas*). Price 1s. post free, or 6s. per annum, abroad 8s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

**A SPECIAL SUPPLEMENTARY ISSUE** will be published on October 20th, containing Articles on Musical Subjects, price 1s. post free.

## Our Publications.

### *In Preparation.*

**The Holy War**, by JOHN BUNYAN, with Introduction by Rev. A. R. BUCKLAND, of the Religious Tract Society. 3 vols., large size, interpointed, 2s. 6d. per vol.

**Bacon's Essays**, with Notes and Glossary (antique spelling). In 4 vols., large size, interpointed. (Vols. I. and II. now ready, price 3s. 6d. each).

**The School**, by T. J. FINDLAY, M.A., Ph.D. (Home University Series). In 2 vols., large size, interpointed. Price 2s. 6d. per vol.

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. (Vol. I. now ready, price 3s. 3d.).

**Mr. Midshipman Easy**, by Capt. MARRYAT. 4 vols., large size, interpointed.

**Parliament**, its History, Constitution and Practice, by Sir COURTENAY ILBERT, K.C.B., K.C.S.I. Large size, interpointed.

**Alexander's Rag-Time Band (Two-Step)**, by IRVIN BERLIN. (By kind permission of Messrs. B. Feldman & Co., 2 & 3, Arthur Street, New Oxford Street, W.C.)

**The Pink Lady (Valse)**, arranged by H. M. HIGGS on melodies by IVAN CARYLL. (By kind permission of Messrs. Chappell & Co., 50, New Bond Street, W.)

**Postlude, in D** (No. 16 of "Original Compositions for the Organ"), by HENRY SMART. Price 7d., post free 8d. (By kind permission of Messrs. Novello & Co., Wardour Street, W.)

**Cantate Domino and Deus Misereatur**, in F, by E. BUNNETT. Price 6d., post free 7d. (By kind permission of Messrs. Novello & Co.)

**Benedictus and Jubilate Deo**, in F, by E. BUNNETT. Price 6d., post free 7d. (By kind permission of Messrs. Novello & Co.)

## OUR PUBLICATIONS—(continued.)

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**An Introduction to Mathematics**, by A. N. WHITEHEAD, Sc.D., F.R.S. (Home University Series). In 2 vols., large size interpointed.

**Botany**: The Modern Study of Plant Life, by M. C. STOPES, D.Sc., Ph.D., F.L.S. Large size, interpointed. Price 2s. 6d. (By kind permission of Messrs. T. C. & E. C. Jack, 67, Long Acre, W.C.)

### IN LETTERPRESS:—

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*Now Ready.*

**The Policeman's Holiday (Two-Step)**, by MONTAGUE EWING. Price 3d., post free 4d. (By kind permission of Messrs. Phillips & Page, 5, Oxford Market, Oxford Street, W.)

**Short Life of Henry Fawcett**, the Blind Postmaster-General of England. For all Children everywhere, by WINIFRED HOLT. (By special permission). Grade II., interpointed, intermediate size. Price 6d., post free 7d. [Copies of this book in Letterpress (published in New York) can be obtained from Miss B. Taylor, 39, Sylvan Road, Upper Norwood, price 1s. 2d., post free. The entire proceeds of this edition are for the New York Association for the Blind.]

**Great Souls at Prayer**, selected and arranged by Mrs. MARY W. TILESTON (**pocket size**), interpointed, 4 vols. (3 months to each volume), 1s. 6d. per vol.

**Magnificat and Nunc Dimittis**, in F (an Evening Service by E. BUNNETT. Price 5d., post free 6d. (By kind permission of Messrs. Novello & Co., Wardour Street, W.)

**Prayers for Younger Children (Morning and Evening)** by Rev. H. R. SCOTT. Grade I., **pocket size**, interlined. Price 2d., post free 3d.

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**Diagrams to Vol. I. of Electricity and Magnetism**, price 4d., post free 5d.

**Myrrh and Spicery** (verses by Miss FARRELL)—free copy may be obtained from The British and Foreign Blind Association, 206, Great Portland Street, London, W., on sending 1d. stamp for postage.

Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."

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[2.]

THE

# Braille



# Review

A Monthly devoted to

the interests of the Blind.

Printed and Published by The British and Foreign Blind Association,  
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Vol. X.]

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NOVEMBER, 1912.

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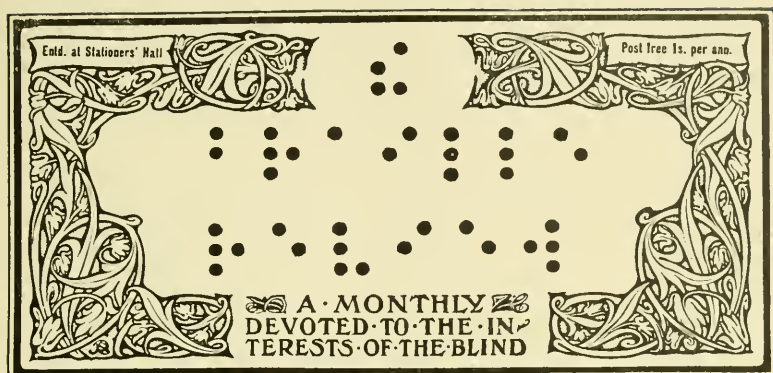
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VOL. X.

NOVEMBER, 1912.

No. 11.

## Notes on a Visit to Stockholm.

BY H. C. WARRILOW.

[THE following article, contributed by Mr. Warrilow, F.R.C.O., to *Progress*, and published in the November number of that magazine, will, we believe, be found interesting to the readers of *The Braille Review*, especially as it touches upon the question of the Blind of Sweden.—EDITOR.]

THE year of the holding of the Olympic Games in Sweden is an appropriate time to give some account of the country and its characteristics, though it is not proposed to touch upon the Games otherwise than to congratulate the Swedes on their splendid achievements. Their marked success in so many directions was a surprise to many, and the humiliated Britisher is now looking round for the means of appearing to better advantage at Berlin in 1916. We certainly have much to learn from the Swedes, whose educational methods have produced a race very adequately equipped in mind and body alike. The excellence of Swedish gymnastics is universally recognised, and the increase in the stature of Swedish women is attributable to the additional attention now given to physical culture. Stockholm men are tall, but this feature is still more noticeable in Swedish women. A knowledge of foreign languages is considered more essential in Sweden than in England, and therefore greater attention is given to this subject, not only in the schools, but by the far more effective plan of visiting other countries. A great many Scandinavians come over to this country every summer, and the number steadily increases. It is probable that the Olympic Games have done much to ensure a considerable increase of tourists to Sweden in the future; for those who have been once (especially those who have seen Stockholm) will certainly take an early opportunity of visiting it again. The visit referred to at the head

of this article took place in August, when the Games were over, so that Stockholm had returned to normal conditions, though not to forgetfulness of the eventful summer happenings. The splendid Stadium is a substantial and lasting reminder of the event, and it has been the scene of many interesting entertainments since the conclusion of the Games.

ROUTES:—The three most frequented routes from London to Stockholm are, Harwich-Gothenburg; by Denmark; or over Germany. For those who like to be on the sea as long as possible the Gothenburg route (two days on the water) is excellent, for the boats are first-rate, and the train journey to Stockholm is very quick and comfortable. The way by Harwich-Esbjerg-Copenhagen (the cheapest), is longer, involving a day in Copenhagen, and in taking the night train from Esbjerg a strong incentive to the booking of a sleeping-car is provided, for if economy is exercised in this direction the traveller is liable to be turned out once, if not twice, in the middle of the night. Over Germany is the quickest route, and it is a very comfortable one, for Queenborough to Flushing takes only seven hours (the boats are admirable), and only one change is necessary between Flushing and Stockholm.

Stockholm is very charmingly situated on a strip of land between Lake Mälär and the Baltic, but part of it is built on small islands. These islands, which extend for a considerable distance before the open Baltic is reached, are a distinctive feature, and their contribution to the beauty and charm is by no means inconsiderable. It is the fashion in the summer for Stockholm people to take a house on one of these islands, to come in to business in the morning, and to go out in the evening, much the same as the Londoner goes into the city from a suburb; but the Stockholmer has the advantage of going by boat instead of by train, there being steamers continually plying between Stockholm and the islands, from the little steam ferry boats in the city which go very frequently, to the larger ones which run less often. The tram service in the city is admirably arranged, but there are no trams or 'buses with a top deck, though there is an open section (open at the sides), in which the benches run crosswise, each bench being easily accessible from either side. The system of tickets is an advance upon ours, for it is not only possible to take a ticket in the ordinary way, but a set of tickets can be got (11 for the price of 10), and torn off as required. The streets, mostly paved with granite setts, are noisy for traffic, and motor cars, which are very numerous, appear to have much louder horns than with us. Many of the chief roads are splendidly laid out, and it would be a gain, were it possible, to have the plan adopted in our large English towns. Walhallavägen (Walhalla Road) where the Stadium is situated, is one of the finest, there being, in addition to the usual road where the tram runs, sections for horse riding, motors and bicycles, and for foot passengers, these sections being divided by trees.

One of the most noteworthy features of Stockholm is its wonderful system of telephones, for in this direction it is well in

advance of all other European cities. It is now estimated that every fourth person in Stockholm, counting children, has a telephone. Under these circumstances letter writing is not much in favour, it being so much easier to ring up. As practically every shop, even the most insignificant, has a telephone, shopping can be largely carried on by ringing up. If it is a very wet night and you want a taxi (the Swedes shorten automobile and call it 'bile) a telephone message will speedily bring one to your door. If you are out for a walk and want to know if Mr. So-and-so has called, you have only to step into a shop, or a kiosk in the street, and ring home, and if the expected visitor has arrived, you either go home, or talk to him on the telephone. At the flat where I was staying a beggar woman called recently, asking the lady for old shoes. The lady had none to give her, but the woman said "Should you have any later on, perhaps you would not mind ringing me up on the telephone." Telephones are very inexpensive in Stockholm, for £2 a year is the payment for 600 calls a year, while the unlimited service is well under £5. The limited service means more than it looks, for calls to those (including most shops) who have the unlimited service are not counted. Neither is there the annoying three-minute time limit, so that a ten minutes' conversation may be had with comfort, cutting off being only occasioned when either of the conversationalists is in request.

Day-school hours in Sweden are different from those prevailing in this country, being from 8 to 1. The arrangement is, 45 minutes for the lesson and 15 minutes for play. As the classes are out at different times, the impression to one living near the school is that the children are at play most of the morning.

### SKANSEN.

Every visitor to Stockholm should not miss a visit, and he ought to pay more than one, to Skansen. This is situated in a very spacious park, the deer park (Djurgården), and though it fulfils the function of a pleasure ground, it is much more, for it represents Sweden in miniature. The provinces of Sweden are much more individual than the counties of England, and not only are the customs of the peasants distinctive, but their dress (known as national dress) is very characteristic, and often very picturesque. In Skansen there are houses built in the style of the different provinces, and occupied by the peasants of their respective districts, these peasants wearing their national dress. Periodically there are festivals at which this national dress is worn, with characteristic songs and dances, and at ordinary times in the summer there are peasant dances most evenings, with village fiddlers (generally three different instruments, the third being a kind of drone, like a bagpipe) providing the music. The melodies are very characteristic and often quite model, but through the same tune may continue for some time, the quaintness is so attractive that there is no monotony. On certain evenings a lady violinist plays folk melodies, unaccompanied, which are very interesting, and are listened to with much

attention, even if tea and cakes are being partaken of. A good brass band plays most evenings, giving Swedish music as well as the more familiar excerpts. Not only are there to be seen Lap huts, with Laps living in them, but there are all kinds of Swedish animals and birds; reindeer, with their fur-covered horns, foxes, polar bears, wolves, pelicans, storks, and sea-gulls. The appreciation of that which is Swedish apparently extends itself to the swans, pelicans, etc., for one evening, while listening to the band, with the lake just in front, it was noteworthy that there was no feathered applause during a German piece, but when this was followed by a March by Söderman, a very popular Swedish composer, the bird comments were frequent during the music, and swelled to a chorus at its close, insomuch that we found it expedient to take up another position. It has been lately suggested that the Crystal Palace should be converted into a kind of English Skansen, but it is much to be doubted—the Highlanders' kilts excepted—if anything remotely approximating to the Swedish national dress could be found in this country. In connection with Skansen, though not in the grounds, there is an ethnological museum, where may be seen the distinctive house furniture and characteristic dress of many decades back, providing a most interesting study for those wishing to become intimate with the manners and customs of bygone times.

Churches: One thing that strikes the English visitor is, that comparatively few churches are named after saints, but kings and queens are largely drawn upon. For instance, Gustavus Adolphus Church (Gustaf Adolfs Kyrka), Oscars Kyrka, etc., and when the name of a saint is used, the prefix is omitted, Clara Kyrka, Maria Kyrka, etc. In connection with the two last-named a curious dilemma is said to have arisen. A youth having a partiality for two young ladies, respectively named Clara and Mary, engaged to meet one of them at a given point, but unfortunately he could not remember whether he had arranged to meet Clara at Mary Church, or Mary at Clara Church. Bell-ringing has evidently received a minimum of attention in Sweden, for though the bells are often of fine tone, the ringing on Sunday morning and evening is a great contrast to what we are used to here. At each quarter, commencing at 10 o'clock, there is a short ringing, but immediately after 11 has struck bells are to be heard on all sides, and though this may not be the intention of the ringers, the impression conveyed is that all the bells are intended to sound together, no attempt at sequence being discoverable. The services are of a simple character, the music consisting of chorales (generally sung very slowly), and a few responses. On ordinary Sundays there is no choir, but at festival seasons, like Christmas and Easter, there is a mixed choir, and elaborate music is given. The organs, generally placed in spacious galleries, are good, though not as full or round as with us; and the organists (all I heard) quite able executants. Swedish music is distinctive and interesting, the piano pieces of Sjögren (whose music is becoming steadily known in this country) being particularly charming.

Swedish names bear remarkable testimony to the evident love of nature in the race, for if they are not Anderson or Peterson (which are as common as Smith and Jones with us), then they have a nature touch about them. Here are a few examples: Lindström (Lindenstream), Sjögren (Sea-branch), Lindberg (Linden-rock), Blom (pronounced bloom) flower; and these instances could be indefinitely multiplied.

In conclusion, a few words must be said about the Blind in Sweden. All of us who have attended conferences on the Blind, or who have subsequently read the papers, are familiar with Mr. Arik Lundberg and the splendid work he is doing in Sweden. He has collected money for the building of workshops, and secured state aid for these shops, and just lately a new building has been added. Mr. Lundberg's enthusiasm for the welfare of the Blind seems to grow stronger and stronger, and though he has done so much, he feels that there is still a great deal more to be done. The State School for the Blind, at Tomtebodå, is doing a good work for the Blind in the trade direction, but tuning is only just beginning to be regarded as a means of livelihood, and in spite of the simplicity of the Swedish Church services, the training of the Blind as organists is not yet taken seriously, so the question of convincing the public of their fitness for this branch of work can hardly be said to have come into view. Mr. Blom, who has recently been appointed head of the tuning department, and who has progressive ideas, can be relied upon for doing excellent work in bringing about the recognition of tuning as a department in which the Blind may compare very favourably with the seeing. Mr. Lundell, music teacher at the Tomtebodå institution, is the most conspicuous blind musician in Sweden, and his recently published Requiem for Chorus and Orchestra (given at one of the largest churches in Stockholm), has been very favourably received. One of the most active workers for the good of the Blind, more especially the reading Blind, is Mr. Thilander. His interests are very extensive, and he is always to the fore in any progressive movement. He is a very keen Esperantist, and has lately shown his interest in the Stericker Musical Notation by stereotyping a Sonata of Beethoven in this system. Miss Höjer, who helps Mr. Thilander in his stereotyping work, has the distinction of being the only blind organist in Sweden holding a church appointment.

A final word must be said in appreciation of the kindness of the Swedish people, for not only did I experience the most cordial hospitality, but I found Stockholm organists very ready to give me the fullest opportunities of becoming intimate with their instruments, which, being of quite different construction to English organs, take a good deal of knowing. I left Stockholm with the pleasantest recollections, and shall much look forward to visiting it again.

\* \* \* \*

MR. JOHN C. S. BURLINSON, 37, Yalding Road, Bermondsey, London, S.E., who is blind and deaf, will be very grateful for any literature in Braille which friends will send him.

## College of Teachers of the Blind.

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\* \* \* \*

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[We have inspected this frame and strongly recommend its use.—EDITOR.]

\* \* \* \*

WE have pleasure in announcing the publication of a song entitled, "Sing to me, Child of Light," the words of which are composed by Victoria F. C. Percy, and the music by Ada E. Thornewell. The latter received her training at the Nottingham Institution for the Blind. The work is published, price 2s. net, by Messrs. Weekes & Co., 14, Hanover Street, Regent Street, London, W.

\* \* \* \*

### Association Notes.

**THE BRAILLE MUSICAL MAGAZINE.**—No. 2, Vol. VI. (September 20th) now ready. Contents: Reminiscences of A. R. Gaul (*continued*)—The Blind Organist and the Accompaniment to the Cathedral Psalter (*Alexander Clough*)—A Few Thoughts on the Teaching of Music (*Hubert G. Oke, A.R.A.M.*)—Our Tuners' Column—Correspondence—The General Question Box—The Royal College of Organists—Items of Interest—Obituary: Mr. Coleridge-Taylor (from *The Times*)—General News—Examples of Stricker Music—Insets: "Sous Bois," No. 2 of "Six Pièces Humoristiques, pour Piano," Op. 87 (*C. Chaminade*)—"Fantasia," No. 5 of "Original Compositions for the Organ" (*E. Silas*). Price 1s. post free, or 6s. per annum, abroad 8s. per annum. Orders to the Secretary-General, The British and Foreign Blind Association.

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[2.]

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**Braille**



**Review**

A Monthly devoted to

the interests of the Blind.

Printed and Published by The British and Foreign Blind Association.  
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Vol. X.]

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DECEMBER, 1912.

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[No. 12.]

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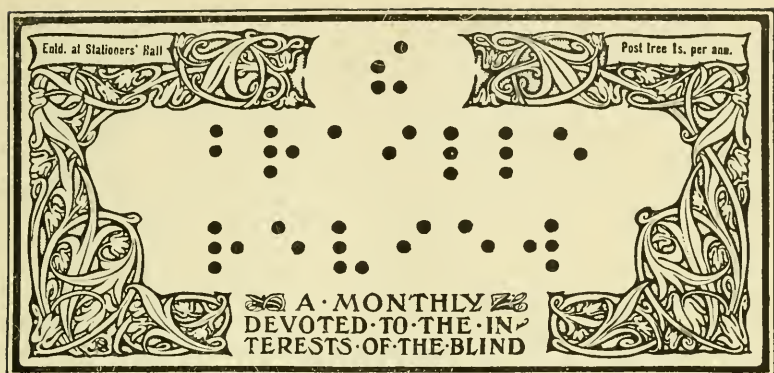
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VOL. X.

DECEMBER, 1912.

NO. 12.

## Councillor J. J. Plater.

**O**N Thursday evening, 31st October, 1912, there passed away at his residence, Abbotslench, Sparkhill, Birmingham, one of the most successful blind men of business it has been our lot to know—Mr. John J. Plater.

Prior to losing his sight from an attack of rheumatism at the age of nineteen, Mr. Plater held an important post under Messrs. Pickford & Co. Shortly after becoming blind he entered the General Institution for the Blind, Birmingham, where he learnt basket-making. An old school-fellow thus writes of him at this period:—"I well remember his coming, for I took charge of him and initiated him in all the ins and outs of the place. He was put into the shop to learn basket-making. He had fits of depression at times, but after getting accustomed to his surroundings he became quite cheerful. At that time we were reading Smiles' "Self-Help." This work had a powerful influence on him. He has remarked to me several times that he found it most encouraging and stimulating. At any rate it determined him to do everything he possibly could to overcome his difficulties."

After acquiring a good knowledge of his trade he started in business on his own account at Rugby, where he married Miss Hammond, to whom he was engaged before he lost his sight. This town did not afford him sufficient scope for his great business ability, and after staying there for about six months he returned to Birmingham, and rented a house in Great Lister Street. The front of it he used as a sale room, turning the kitchen into a workshop.

At that time he wrote to an old school-fellow, Mr. Henry Oliver, and invited him to come and work for him. The offer was accepted, and the two worked very hard, generally commencing at seven in the morning and continuing until ten or eleven o'clock in the evening.

About a year afterwards he moved to a more suitable part of Birmingham, so as to be near his wholesale department, which by this time was growing rapidly. He was now able to keep two men working for him. He next removed to Cheapside, where he gave up working on the plank himself, and devoted the whole of his time to canvassing the town and district for orders. Mr. Oliver informs us how that at this time Mr. Plater made out his own bills, and wrote all his own business letters. He did not use a guide of any kind, but Mrs. Plater sat beside him and told him when his pen needed inking, where to begin his lines, and so forth. His orders were put down in a pocket-book with a lead pencil.

Late in the seventies he opened a shop in Jamaica Row, and dealt in baskets, brushes, wood-turnery, etc., and carried on his wholesale business in workshops at the back.

Subsequently he removed to Bradford Street, where he gave up himself entirely to basket-making and wholesale dealing in materials. It is in connection with his Bradford Street Works that Mr. Plater is best known. Here he built up a business of huge proportions. Birmingham is not generally regarded as a basket-making centre, yet in the establishment of Messrs. J. J. Plater & Sons is a business turning out baskets of every kind to the number of fifteen thousand a month. Some time ago the firm executed an order for twenty-six thousand baskets, the size of which was not to vary in the smallest detail. Out of this large number there were only twenty-three rejections. The firm receives orders from the Post Office, the Admiralty, and the War Office, and in addition to a large home trade vast quantities of their baskets go abroad, especially to the colonies, the Canadian Government being one of the firm's best customers. Perhaps their best-known specialities are their hide-clad hampers, which are of great strength and durability. Another speciality is the manufacture of side-cars for motor cycles—a rapidly growing industry. The firm employ 120 work-people.

In addition to making and dealing in baskets Mr. Plater carried on an extensive trade in willows and cane, the former varying in price from £5 to £36 per ton, and coming from all parts of the world. Mr. Plater also made a feature of supplying the basket trade not only with cane and willows, but also other materials and fittings for the trade, and at the time of his death he had a thousand basket-makers on his books as customers.

These few facts clearly indicate that Mr. Plater was a man of high business qualifications, excellent judgment, keen foresight and indomitable perseverance. He was withal of a bright disposition, generous nature, and sympathetic towards those who suffered in any form. He was especially kind to those who, like himself, were blind, and from time to time employed a considerable number of them. Others who were afflicted he would visit and cheer. Mr. and Mrs. Plater were known for their hospitality. No one who visited their charming home could come away without

feeling that they had been with sincere friends. Not only was he kindly disposed towards those who were on an equality with himself, so far as this world's goods are concerned; he was beloved by all his work-people, and one of them, who is blind, writes us as follows:—“Now I am mourning the loss of a very true friend. I was talking to a man the other day who worked for Mr. Plater for sixteen years. He said he was a very good master, paid as good wages as anybody else, and often a little higher.”

Apart from business life, Mr. Plater played an important part in public affairs. He was an original member of the now defunct Yardley Urban District Council. Yardley has since then been transformed from a rural area into a populous district. He could recall the time when the Council meetings were held in the Stratford Road Institute, before the erection of the Council House. Of committee work on the old Council he did his full share, and although his colleagues recognised his services by electing him to the Vice-Chair, he declined to accept the Chairmanship because this position would have entailed magisterial duties. His business acumen and perspicacity were demonstrated some years ago, when he initiated a scheme by which the profits of the Burial Board were diverted to the relief of the poor rate, and by which the parish of Yardley had benefited to the extent of nearly £10,500 up to 1910. A list of the committees and public bodies on which he served reads like a catalogue of local institutions. Apart from his Council work proper, he was a prominent member of many charitable institutions and organisations.

When Yardley was added to Birmingham last year, Mr. Plater stood as an Independent Liberal candidate for the Sparkhill Ward. There were six candidates for three seats, but the deceased gentleman was returned at the head of the poll by a large majority, and until the time of his death evinced an active interest in the welfare of his constituents. He was also a worker in the larger field of Imperial politics, and although uncompromising in his allegiance to Liberal traditions, won the respect of his opponents by his candour and fearlessness.

With all his engagements he found time to interest himself in horticultural and musical matters, and was an officer in various local societies devoted to the furtherance of musical knowledge and horticultural science.

The late Mr. Plater is survived by a widow, three sons and two daughters.

The funeral took place on Wednesday, 6th November, at Yardley Cemetery, amid many manifestations of sorrow and regret. Prior to the interment, the burial service was held at St. John's Church, Sparkhill, which was attended by a large congregation of local residents and the principal public men of the City. The service was conducted by the Rev. Canon Ward (Vicar), assisted by the Revs. C. J. Reader and E. F. Perkins.

## Association of Teachers of the Blind.

**D**EAR Mr. Editor—Will you in your kindness allow me a little space to bring before the attention of our teachers the following vitally important matter?

For a considerable time there has been a marked and growing demand among teachers of the Blind up and down the country for an organisation similar to the National Association of the Teachers of the Deaf. Attempts have been made in the past to bring satisfaction to these demands, and a good deal of informal discussion has taken place, but no concrete result achieved. The opportunities which we teachers have allowed to slip will not return, but the remembrance of them should make us doubly ready to seize the opportunity of the present. From all sides have come letters asking what can be done; it is the psychological moment come round once again, and this time it is not going to be lost.

The correspondence that resulted from these appeals for action was carried over the dangerous stage of talk into the creative zone by the determined energy of Mr. Hughes, of Brighton, and in case this letter is ever referred to for details as to origins, let it be gratefully acknowledged that it was Mr. Hughes who gave the final kick that set the Association a-rolling.

A meeting was spoken of and then, through pressure of extraneous circumstances, called together at twenty-four hours' notice. The hastiness of the summons made this Round Table Conference necessarily small. There were present Miss Garaway and Mr. Evans, of Linden Lodge; Mr. Stone, of Edinburgh; Mr. Hughes, of Brighton, and myself, and a most fruitful discussion of over three hours was the result.

Much of that discussion was crystallised in the following draft Constitution :—

(1) That this Society be called "THE ASSOCIATION OF TEACHERS OF THE BLIND."

(2) That the aims of the Association be as follows :—

- (a) To quicken interest, stimulate thought and encourage research in Education, and so benefit the Education of the Blind.
- (b) To foster a feeling of comradeship among Teachers of the Blind.
- (c) To afford facilities for the interchange of opinion.
- (d) To promote united action among Teachers of the Blind in matters affecting their professional welfare.

(3) That Members of the Association must be men or women actively engaged in teaching in schools for the Blind, whose status as Elementary Teachers is recognised by :

- (1) The Board of Education, or
- (2) The Scotch Education Department, or
- (3) The Irish Commissioners of Education.

(4) That the Officers of the Association consist of a President, Vice-President, Secretary, Treasurer and four members of Committee.

(5) That a Monthly Magazine (in whole or part) be published by the Association for the furtherance of its ends.

(6) Annual fee 3*s.* 6*d.*

We may be reasonably called upon to show why there should be such an Association. In these days when there has been such a multiplication of Societies, Unions and Agencies for the Blind, running even to the second power, is there any necessity for a further addition to the number? Clause 2 above, in setting forth our aims, has also indicated the main *raison d'être* of the Association.

It will be granted on all hands that if the Education of the Blind be forwarded by the Association no further justification for existence need be sought. There is at present little concerted thought in matters educational; interest is sporadic; there is no body of collective opinion. The Reports of Conferences, which, it might be presumed, show the explicit mind of the Blind World in periodic advance, contain little on Education, and are for the most part as un-readable as a week-old newspaper.

Our Association will set itself to evolve a body of educational doctrine with reference to schools for the Blind, and as many members as possible will be urged to have a voice in this constructive labour. General Theory will be studied with a new zest when it is known that one's fellows are on the same trail, and that opportunities will be given for frank and free interchange of ideas. It is along these lines, viz., of increased study of modern authorities on education, and of organised application of general principles to special needs, that the most direct benefit to the Education of the Blind will come.

Other benefits will not be lacking; combined action brings corporate spirit, and we need not be thought too optimistic when we expect the establishment of such an *esprit de corps* among the Teachers of the Blind as has never been in existence heretofore.

Of the Magazine, little can be said at the present moment, for the matter is still in the stage of negotiation, but it has been realised that a Magazine is essential, and that when once fairly under weigh it will prove the main instrument for binding the members together and for carrying out the aims of the Association.

As I said at the outset, we have at the present moment an opportunity which we shall be foolish indeed to let slip. There is now a tide in the affairs of the Teachers of the Blind which we simply cannot afford to miss. Is it too much to expect that we should rise to the privilege of the moment? The interests of the work in which we are engaged, the interest of the men and women who are to follow us, alike demand that we should make this united effort. If some one murmur "methinks he doth protest too much," let it be remembered that the spirit of *laissez-faire* is strong, desperately strong, in our ranks, and that a definite determination

on the part of each individual reader to do something, if only to see that his name, as that of an intending member, is forwarded to the proper quarter, is essential to complete success.

More is, of course, wanted, We wish to accumulate all practicable suggestions, all pertinent information, all reasonable amendments of what has already been provisionally put together. That accumulated material will be laid before our first Annual Meeting, and each member can take a hand in remoulding his Association "nearer to the heart's desire." Let every teacher make this a personal matter and take action accordingly.

What we dread is neither slashing attacks, destructive criticism, nor misguided zeal; it is the blighting influence of those who are neither hot nor cold. The Association is going to be a success, but that is not enough; it must be a unanimous, a triumphant success. Will each Teacher help to make it so?—Yours faithfully,

J. M. RITCHIE.

[We congratulate Mr. Ritchie and his friends upon the formation of a much-needed Association of Teachers of the Blind, and wish the new undertaking every success. Between 70 and 80 teachers have already intimated their wish to become members, so that a good start has been made. The negotiations for the publication of a Magazine (or part Magazine) are now completed, and we have pleasure in announcing that part of *The Braille Review* will be set apart for the use of the Teachers' Association. We believe that the Teachers' portion will form interesting and useful reading, not only to the Teachers themselves, but to all interested in the education and general well-being of the Blind.—EDITOR, *The Braille Review*.]

\* \* \* \*

## Special Wants.

**A DESERVING CASE.**—The Editor will be grateful for clothing and boots for a blind man and his wife who are poor, but very deserving. The measurements of each are as follows:—Height of man, 5-ft. 7-in.; chest, 42 inches; boots, size 7. Height of wife, 5-ft. 4-in.; medium build; boots, size 5. Kindly communicate with the Editor before sending clothing.

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\* \* \* \*

## Association Notes.

**CHRISTMAS PRESENTS.**—The British and Foreign Blind Association have prepared a pamphlet giving a list of books and appliances for the Blind, to suit all purses. This list will be sent post free on application to the Secretary-General, 206, Great Portland Street, London, W.

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THE

# Braille Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

## THE TEACHER OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI.

**JANUARY, 1913.**

NO. 1.

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1/- Post free per annum.

Printed and Published by The British and Foreign  
Blind Association, Great Portland Street, London, W.

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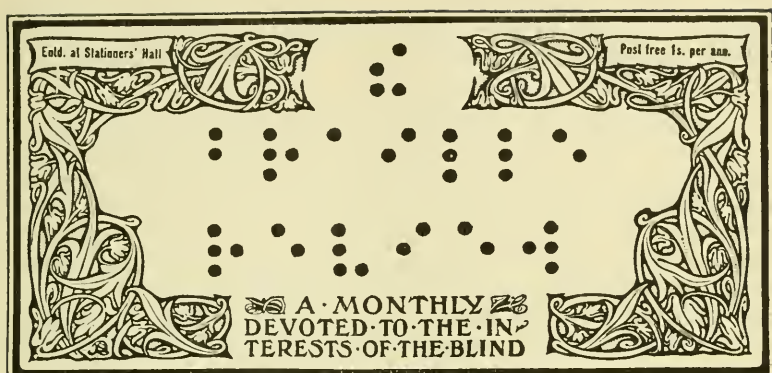
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VOL. XI.

JANUARY, 1913.

No. 1.

## Editorial.

COMMENCING with this number, *Braille Review* will be partly devoted to the work of the newly-formed Association of Teachers of the Blind, under the title, *The Teacher of the Blind*. The other portion of *Braille Review* will deal with matters affecting the general welfare of the Blind, and we hope to publish from time to time articles by experts on such questions as Technical Training, After-Care, Employment, etc. The first of these articles, by Mr. Miles Priestley, Manager and Secretary of the Bradford Royal Institution for the Blind, will appear in our February number under the heading, "How Friends of the Blind and the Public generally can best promote the Employment of the Blind."

\* \* \* \*

## The Speeding Chariot.

By ETHEL L. FOSTER,

Knutsford, Brown's Town, Jamaica, West Indies.

[The following charming fantasy was awarded the prize in *Progress* competition, and is being published in the January (1913) number of that Magazine. We reproduce it here because it is the work of a blind lady.—EDITOR.]

IT was a cold yet bright December day; there was no snow, but the air was keen and frosty, and people walked briskly to and fro in the street as if their main object in life was to keep up circulation;—ladies with their hands snugly tucked in muffs, boys with hands in their pockets, gentlemen with coat collars turned up—all seemed to say, "Oh, isn't it

cold !” Butchers’ and bakers’ carts, drawn by fast-trotting ponies, hurried past, cabs and other vehicles rattled along, while an occasional motor-car whizzed by with that business-like air of superiority so characteristic of this horse-scorning class of conveyance.

Suddenly, from the farther end of the street came a whirring sound, accompanied by the noise of horses’ hoofs on the hard ground, and in an instant appeared a strongly-built chariot drawn by four magnificent steeds, and advancing at great speed. So rapidly did it proceed that the spokes of the fast-revolving wheels were quite invisible. Sparks of fire flew from beneath the tyres and from the horses’ hoofs. In the chariot sat a venerable old man with a long grey beard, and wrapped in a thick cloak, also grey, but of a much darker shade than that of the beard. Despite old age, his face wore a strong, determined, and even stern expression, his eyes glowed as with the fire of youth, and his grip, as he held the reins, was very firm.

There was no time to observe more than this. Before even the most alert of the spectators had glanced over his shoulder in order to get another look at chariot and driver they had disappeared down the street and round a corner, and there was little left to do but to comment on the now vanished sight.

“The old fellow didn’t give us a chance,” said one young man ; “I waved my hand to him and signalled to him to stop, but he took no notice, except to smile and travel on the faster.”

“As if he would have stopped for you !” exclaimed his more experienced companion. “You don’t know him ! Why, the other day he was driving full speed down the incline leading to the town cemetery ; a funeral procession was moving slowly towards the cemetery at the time, at some little distance ahead of him, and I think the least he could have done under the circumstances was to have put on the brakes and moderated his pace out of respect for the dead ; but no, he kept on and dashed by, with a wave of his hand as he passed the hearse.”

“He seems to stop for no one and for nothing,” chimed in a clear-voiced young lady. “One day last August I and a number of others were guests at Lady Murton’s garden party. It was exceedingly hot, and we were enjoying the shade afforded by the large leafy trees when we heard the chariot coming down the main road. Some of us hurried to the garden gate and did our best to get the old gentleman to pull up ; we called to him to come in and take a rest in the cool, and have some refreshment, but he laughed good-naturedly and called back to us, “Many thanks, but I must not stay a moment. A merry time to you ! Be happy while you may !” And he was out of sight in a flash. I can’t think why he goes at such a rate, or what his business can be, that he is always in such a desperate hurry.”

“Perhaps,” suggested the first speaker a little scornfully, “he only does it to show off, to create a trifle more excitement, and to attract attention in the town ; probably when he travels through quiet country

villages and on lonely roads where there are few, if any, people to notice him, he slackens his pace and is not so ready to display his clever driving."

"No, no, you are mistaken—" began his companion; but I heard no more of their argument, for just then I had to cross the street and continue my way in another direction.

I had not, however, heard the last of the speeding chariot and its driver—everyone seemed to be thinking and talking about the grey-bearded old gentleman; the very atmosphere around me seemed to breathe, "He has just passed along this way." A white-haired grandfather of my acquaintance, with his bright-eyed grand-daughter, were looking in at a shop window; but instead of commenting, as might be expected, on the articles which the shopman had taken such pains to show to advantage, my old friend was remarking, "Yes, yes, it is the finest team of horses in the country; the fastest train can't outdistance them; they never get leg-weary as do those unfortunate cab-horses yonder; indeed they get over the ground far more quickly now than they did years ago when I used to marvel at them as a boy."

I passed on. A group of rosy-cheeked children were playing about in the Square. "Well, youngsters," I heard someone say, "what did you think of the speeding chariot?"

"We didn't see it," replied several voices at once; "we were busy playing over on the other side of the Square; nurse rushed across to look, and made an awful fuss about it; we're tired of her exclamations about that everlasting chariot!" "Oh, I saw it all right," said a sturdy little fellow in a velvet suit, "but I don't think it's worth making such a fuss about; it didn't go so very quickly after all."

Even the tiny tots were discussing Grey-beard! All at once a happy thought struck me—instead of talking *of* him I would talk *with* him! I donned my wings and flew, with quickest flight, in the direction where I had last seen the chariot. It was an exciting chase, but I succeeded at last—there it was beneath me! "Can you give me a lift?" I called down. The charioteer looked up, as we both sped forward. "Yes, but you must hurry," he cried. I alighted and took the proffered seat beside him. I was greeted with a smile. "It is not easy work to keep pace with my noble steeds; you could not have kept it up for long; you are tired, I see." And I had to confess that he was right. Very soon my host and I were engaged in an interesting conversation about past and present events, and the possibilities of the future. At length I ventured to be more personal; "will you tell me something about yourself?" I asked; "where are you travelling to? and are you really as old as the world pretends you are?"

"Ah," replied the old man, giving the reins a toss as he spoke, "the world knows very little about me or my age. People make some queer remarks about me at times—I hear them as I journey from place to place. I am old—very old—much older than anyone thinks, but I expect to live

a good while yet. Folk say I travel too fast ; they accuse me of raising the dust, splattering them with mud, making ruts in the road with my chariot-wheels, and I know not what more ; they forget that more than half the time it is their own fault that they are choked by the dust or bespattered with mud ; be that as it may, I can't alter my course or my pace for anyone ; ' onward, never backward,' is my watchword. You remarked just now that I had no whip : I do not need one ; these fleet-footed horses, whom I have named 'The Four Seasons,' are ever anxious to push forward ; they know who sits behind them, and up-hill, down-dale, or on the level they always travel at top speed. Whither I am bound, do you ask ? You will hardly grasp the meaning of my answer to that question, but I will tell you ; I travel towards Eternity, and until that goal is reached I cannot, must not, rest an instant. Many and various stages mark my journey—we are fast approaching one of them now—but I never stop ; I merely make a note of them in my ledger. My name is Father Time."

While he yet spoke I heard the tolling of a bell which dominated a strange, confused medley of sounds—singing, moaning, sobbing, a murmur of voices, a wail of lament. What could it all mean ? We entered a dark tunnel, but emerged from it almost immediately into the bright light of day. All was sunshine and gladness around us ; all doleful sounds had ceased ; bells were ringing, the air was full of cheerful sounds, birds were singing, and a multitude of voices were shouting, "A happy New Year !" "A bright and prosperous New Year !" "All joy and happiness be yours !" "May 1913 bring you only good !" And I joined my voice to those of the many and shouted, "A glad New Year to all ! And my best wishes to all the readers of *Progress*, be they where they may."

\* \* \* \*

## Progress.

**W**E call the attention of our readers to the number of blind persons who are too poor to purchase our magazine *Progress*. It would be a great boon to them if some of our kind friends would come forward and pay a year's subscription. The price, including postage in the United Kingdom, is 6s. It is estimated that every copy of the magazine is now read by not less than ten persons, it being passed from one to another. There are so many subjects of lasting usefulness, however, that readers ought to be able to retain their magazine ; we give, for example, the notes which appear on Cookery, Gardening, Shoe-mending, Poultry Rearing, and Pensions for the Blind, all of which are of permanent value.

\* \* \* \*

MR. and MRS. H. H. REEVE, 93, St. James's Road, West Croydon (recommended by Miss Heckrath, Hon. Lady Organizer, The British and Foreign Blind Association), receive Paying Guests. Refined home, near tram and train.

This form should be filled in and forwarded with 1/- to The British and Foreign Blind Association by those who have not already subscribed for the year 1913.

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# The BRAILLE REVIEW

with which is incorporated

## THE TEACHER OF THE BLIND

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

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*To the* SECRETARY-GENERAL,

THE BRITISH AND FOREIGN BLIND ASSOCIATION

*(Founded 1868.)*

*(Incorporated 1902.)*

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# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

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VOL. 1.

JANUARY 1st, 1913.

No. 1.

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## Editorial.

ON ringing up the curtain on *The Teacher of the Blind*, we have to acknowledge our deep obligation to the Council and Secretary-General of The British and Foreign Blind Association. Their generous co-operation has made our way easy, and saved the Association of Teachers of the Blind much time, labour and money. They have recognised that our aims are, like their own, the furtherance of the interests of the Blind, and the most satisfactory justification which they can have will be the unequivocal success of our enterprise. At present we can only accord to them our grateful thanks.

We would also express our gratification at the hearty reception given to the circulars sent out last November. Not only have teachers hastened to forward their names for membership, but many have sent in valuable and helpful suggestions. The reading of these replies makes one feel assured that there is much good work waiting for the Association to do, and that there are many eager and able to do it. Enthusiasm is the recurring note of nearly all the letters, and the only regret ever heard is that some such body was not formed long ago.

It is hoped that 1913 will be a great year for the teachers of the Blind. Hard work and earnest endeavour will make it so. Details of achievement may be left to the future to disclose. It is enough for the present to know that we have a worthy aim to work for, that we have the opportunity of working together, and the determination to work with a will.

We wish all our readers a New Year full of good things, and to our new-born Association of Teachers of the Blind all prosperity and success.

\* \* \* \*

## The Association of Teachers of the Blind.

W. M. STONE.

“THE TEACHER OF THE BLIND,” which is to be the organ of our Association will, we hope, be used for articles on Educational subjects, for notes on current events, and for communications from Members. But just at present our thoughts are chiefly about ourselves and our Association, and being in this

state of self-consciousness it is not unnatural that the Association should form the theme of the first article to appear. It is gratifying to know that almost every teacher in the country—indeed we may say the three countries—has enthusiastically welcomed the suggestion of an Association, and is prepared to join. It is well at the outset of the movement that we should consider carefully what our objects are, and how we propose to bring about what we desire. As I understand it, the object of the Association of Teachers of the Blind is the improvement of the education of blind children. We shall not concern ourselves about such questions as employments, nor the various other problems that confront those who have to deal with the adult blind. As individuals it may fall to our lot to have to consider these matters, but they will be outside the scope of the work of the Association. We believe that the blind child has a right to the best education possible, that education is an end in itself, and not a means only, and that childhood is more than a preparation for adult life, that it is a very complete part of life itself, and that it is our duty to make the very utmost of this period of childhood. It is because we hold these views very strongly that we have proposed an Association of Teachers, as we are convinced that they can only be realised by joint action, and by having the teachers in close and sympathetic touch with each other. Work done alone is rarely done well. At the present time the teachers in schools in one part of the country know little or nothing about their fellow-workers in another part of the country: for the most part they are not known to each other even by name. It is true that the Examinations of the College of Teachers of the Blind have brought some teachers together, and doubtless useful friendships have been made; and the series of lectures held at Manchester last year had a like beneficial result. But our Association will do more than can possibly be done at chance gatherings, it will be a continual bond of union. It is hoped that we shall be able to arrange conferences. We are fully aware that people are beginning to distrust conferences, that the complaint is that they are too numerous, and that most of them are futile. Our conferences will be effective because we shall concentrate on the subject of Education, and those taking part will necessarily be experts, as their whole life is given to this work. We are quite alive to the difficulties of holding General Conferences, the chief being the great distances which separate our schools. Probably meetings of different sections will be feasible, and the results of discussions will be sent in the form of communications from one section to another. The International Conference on the Blind in 1914 in London will be an opportunity for teachers from all parts of the country to meet together, and doubtless the Conference Committee will grant facilities for the holding of some meetings in the Conference Hall. If not, other halls are available, and a thoroughly good representative meeting of teachers we must have.

There is work for our Association in other directions. We shall try to be very fully represented on the Council and on the Committee of the College of Teachers of the Blind, so that it may really become

in very truth a College of Teachers. We in no way wish to disparage the work of the College in the past, but many feel that the work would have been better done had there been more practical teachers on the Committee of Management.

An Association of Teachers will be the means of bringing the younger men to the front, and making them take their full share in much of that work which lies outside individual school and institution life. It has become painfully evident to many of us of late that, while work is increasing, it is falling more and more to the lot of the few to carry out this work. This is not a healthy condition. The younger men must be prepared to come forward, and if they are to be efficient they must have opportunities for preparation. We believe that the younger men are willing, and only wait the call. Our Association will give them their chance, and we have no doubt of the willingness of their response. We older teachers can all learn something from those who come to the work with fresh minds, and see with "the modern eye"; we are all liable to become stereotyped in our methods, and we require the invigorating influence of fresh ideas.

The Association of Teachers has not been formed for purposes of agitation. It is not an aggressive movement. Doubtless, we may discover we have grievances, and if so, we shall do our utmost to remove the causes. It is generally admitted that the scale of remuneration of the younger teachers is pitched too low, and that the duties are sometimes unnecessarily fatiguing. We shall call attention to such matters from time to time, and do our best to bring about a better state of things. But let it again be stated that our one great object is the welfare of the blind child, and it will only be because that welfare must necessarily be affected by such things as lowness of salary and overwork that they will be the objects of our consideration.

Our Association will also, we hope, be an advisory body. We do not aim at being a Trades Union; it does sometimes happen that teachers have their difficulties with authorities, and would be all the better for counsel at such times. Vacancies will also be brought to the attention of Members, and in various other ways professional interests will be looked after. From what I know of those who are taking the most active part in the formation of the Association, the claims of blind teachers will be persistently advocated, and if any agitating at all is needed, we shall be prepared to agitate on this point.

There is work, too, for such an Association as ours in the study of methods adopted in schools in other countries. We shall try and form close connections with our professional brethren in America, in our Colonies, in France, in Germany, and elsewhere. But little has yet been written of real and permanent value about the education of blind children. We hope that our Association will be the means of producing more literature on the subject, and of a more enlightened kind. In addition to the communications to *The Teacher of the Blind*, we shall encourage literary work in other directions.

Mr. Ritchie, in his letter in last month's *Braille Review*, spoke of the "Round Table Conference" of last October. Much of what I have written was talked over on that occasion, and though I am now airing my own views and opinions, I think that substantially they will be accepted by the others present on that occasion. Nevertheless, I am writing merely as a humble and individual member of the Association, and nothing in the foregoing is in any way binding on the Association as a body.

I fervently hope that all the teachers of the United Kingdom will throw themselves heart and soul into this movement of unity, which cannot but make for the happiness and well-being of the blind child.

\* \* \* \*

### Notes.

WE appeal strongly to all members of the Association to become subscribers to the Magazine. Let every teacher see that he gets a copy; do not let one do for a school. Whoever wants a practical way of showing interest in our undertaking should fill up the accompanying slip and become a regular supporter.

\* \* \* \*

ONE of the suggestions received from members has already borne fruit. It has been decided that an open meeting be held on Saturday, 8th February, in London, to discuss the present situation. The Constitution and the date and form of the first Annual Meeting will also find a place on the Agenda. A thoroughly representative, rather than a large meeting is what is wanted, so that those teachers who find that they will be able to attend might seek the opinions of neighbouring staffs, and so come in something of a representative capacity. We know that there are difficulties in the way of teachers coming from a distance, but we hope that enough to make a satisfactory gathering will manage to overcome all obstacles. All who intend to be present should send in their names as early as possible, and in due course they will receive notice of items of business to be discussed, together with exact time and place of meeting.

\* \* \* \*

THE School for the Blind at York has been giving a display of its educational work to the Students of the local Training College. It is an idea worthy of imitation in other centres, for from the Training Colleges must come the future teachers of the Blind. Professors of Education may be inclined to take up the somewhat disconcerting attitude that a school for the Blind is merely a laboratory for experimental psychology, but do not on that account damp the professor's ardour for research. Bring him in and let him be surprised by finding humanity where he expected nothing but pathology.

\* \* \* \*

OUR membership list is rather interesting in the light which it throws on the distribution of teachers over the country. The following figures are given for the sake of those who are statistically minded. They show the membership correct for the beginning of December. North of England, 30; Midlands, 21; London, 20; Scotland, 12; South of England, 7.

\* \* \* \*

It is intended to have, if possible, a Correspondence Page in our Magazine, where room will be found for all sorts of queries, comments, suggestions and criticisms. As this can only be successful if a fairly general response is secured, it is hoped that readers will seize this opportunity of "rushing into print." Communications for the February number are cordially invited, and should be sent, not later than January 13th, to The Editor, *Teacher of the Blind*, c/o British and Foreign Blind Association, 206, Great Portland Street, London, W.

## Our Publications.

*In Preparation.*

**Bacon's Essays**, with Notes and Glossary (antique spelling).  
In 4 vols., large size, interpointed. (Vols. I. and II. now ready, price 3s. 6d. each).

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. (Vol. I. *now ready*, price 3s. 3d.).

**Mr. Midshipman Easy**, by Capt. MARRYAT. 4 vols., large size, interpointed.

**Parliament**, its History, Constitution and Practice, by Sir COURTENAY ILBERT, K.C.B., K.C.S.I. Large size, interpointed.

**Bohemian Boys Lancers** (arranged by WARWICK WILLIAMS).

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THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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No. 2.

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VOL. XI.

FEBRUARY, 1913.

No. 2.

## How Friends of the Blind and the Public generally can best promote the Employment of the Blind.

By MILES PRIESTLEY.

(Manager and Secretary, Royal Institution for the Blind, Bradford.)

**U**NDER different titles this important question has been discussed during recent years more than any other question relating to the welfare of the Blind.

There are many reasons why so much special attention has been, and is now being, paid to this particular question. For 20 years the Elementary Education of blind children from 5 to 16 years of age has been compulsory. In England and Wales there are over 2,000 blind children in Residential Schools. On reaching the age of 16 years they leave these Schools at the rate of about 200 per annum. In many cases further Technical Training is given for varying periods (but generally not more than 5 years), under the Education Act (1902) Part 2. Those who become blind in later years receive Technical Training under this Act, by the bestowal of Scholarships or private enterprise, or by suitable grants from Boards of Guardians. It is obvious, therefore, that with such provision for Elementary Education and Technical Training, the demand for subsequent employment must be ever increasing. Generally speaking, the best thing to do when the period of apprenticeship is over, is for the blind person to obtain admission to an Institution where employment for the Blind is carried on.

Unfortunately, the provision of such Institutions is very limited, and altogether inadequate to meet the present requirements.

How best to promote employment under such conditions is a difficult and complex problem. Two ways might be suggested, viz. :  
1. Voluntary Effort ; 2. Provision by the State.

Voluntary Effort may be divided into three classes, viz. :—  
1. Agencies ; 2. Home Industries ; 3. Workshops.

Many blind men have been successful as agents for tea, coffee, and other stores, and by soliciting orders for coals, etc., on which a commission would be obtained. This kind of employment could be extended according to the requirements of a particular district. Friends of the Blind might render splendid service by making suggestions relative to such agencies, viz. :

(a.) By giving a little suitable advice and encouragement to make the initial effort.

(b.) By collecting a few subscriptions for the purchase of clothing, etc., so that the agent might have a good appearance; also to enable him to make cash payments for his first orders for stores, etc.

(c.) By giving a letter of recommendation to be produced when required, and also by requesting friends to give the agent a trial order, such as an order for tea required at the next tea party in connection with the church or some other society. This would be a great encouragement, and would put new life into the agent and make him enthusiastic in the work.

### HOME INDUSTRIES.

Assistance in similar ways might be given to blind persons engaged in Home Industries. In some cases well-trained blind persons are not able to leave their homes and enter Residential Institutions, even if they had the opportunity of doing so. In other cases there is no Institution near enough to be of service for daily employment. Under such circumstances Home Industries might be encouraged, and friends of the Blind can render useful service by patronage and recommendation.

The following cases relating to ex-pupils of the School for the Blind, York, will illustrate what is being done very successfully by Home workers :—

(1.) A Blind girl who left School, Midsummer, 1911. A knitting machine was provided. A few local friends promised to take an interest in her welfare. The vicar of the parish kindly inserted a paragraph in the parish magazine, calling attention to the fact that this girl had been well trained in machine-knitting and chair-caning, and would be glad of orders which would supply suitable and remunerative employment. She writes : "I am very pleased to tell you that I have done well in my work. I have recently re-caned 18 chairs. More chairs are coming in, and I have several promises. My knitting-machine works very nicely, and you will be pleased to hear that I have been very busy ever since I got it."

(2.) A pupil who also left School in 1911. The necessary friendly assistance was obtained. 38 chairs were re-caned within a few weeks. With her own prize money of £3 13s., which had been given at school, and a few local subscriptions, a good knitting machine was purchased. A stocking club with weekly subscriptions was started. Members joined the club readily, to help the girl. She is now hard at work, happy in her busy and resourceful life, and is alike a credit to herself and the School where she was trained.

(3.) A blind man young trained as a basket-maker and piano tuner. His letter indicates perseverance and pluck, which ought to be an incentive to personal effort in others, rather than to wait as many do for "something to turn up." He writes : "I am getting on very well indeed. I have had a workshop made, 12 feet by 8 feet by 10 feet high. I am making a variety of baskets, re-seating chairs in cane and rush, and am doing well. May every boy when he leaves school meet with as much encouraging success."

These examples are quoted by the courtesy of Mr. A. B. Norwood, M.A., Principal of the School.

Similar cases could be quoted from other schools, which all prove that in addition to the mere training in the manipulation of different kinds of materials in certain handicrafts, there must be the training in character, self-reliance, and resourceful perseverance which are essential to the progress of all good work. Then the guiding hand and watchful eye of a sympathetic friend will do much to compensate for the loss of sight.

### WORKSHOPS.

Voluntary Institutions and Workshops have rendered very great service in the cause of the Blind. For over 100 years Workshops have been springing up in various parts of the country. During recent years great disappointment has been experienced by blind people who, after long periods of training, have found it almost impossible to obtain admission to any Institution where suitable employment was provided. There is, however, some satisfaction in noting that in England and Wales during the past 10 years the number employed has increased by over 500. There are now 52 Workshops, where over 1,700 blind persons are regularly employed. There are also over 500 blind persons employed in Scotland, and about 200 in Ireland.

Friends of the Blind, and the public generally, can be of great service in helping forward this work.

The following are a few suggestions :

Remember that these blind persons, who are well trained and capable of doing good work, cannot possibly obtain employment in ordinary sighted workshops.

Obtain subscriptions, donations, etc., for the purpose of supplementing wages of blind workers, and for the upkeep of the Institution.

Purchase articles made by the Blind, and encourage others to do the same.

Send a post card to the Institution, or to some certified blind tuner, requesting a man to be sent to tune your pianoforte.

Take notice when mats, brushes, baskets, etc., are worn out at the church, club, or other society, and recommend those in authority to have them replaced by similar articles made by the Blind.

Leave sums of money at the Institution shop, for wedding presents, etc., and request your friends to call and select for themselves goods to the amount named.

Householders and tradesmen can be as well served at an Institution for the Blind as at any other shop, and that without any additional cost.

There is no lack of sympathy for the Blind, but the *want of thought* is often accountable for orders which were intended for the Blind going in other directions. In these and many other ways the general public can do much to lessen the burden of blindness by providing healthy occupation, and giving them a measure of cheerful independence.

### STATE AID.

The question of State Aid for the Blind has not been introduced in any antagonistic spirit to the voluntary system, which has done so much, and has done it exceedingly well in the past.

In connection with the voluntary system the Blind have been raised from a state of helpless inactivity, which was looked upon with pity and passed by, to respectable citizenship and to useful service, by which they are adding their quota to the progress and well-being of the whole community. The main reason for appealing for State Aid is, to make suitable provision for well-trained and efficient blind persons, who have been educated and trained at the public expense, and for whom the existing voluntary Institutions are insufficient.

With the object of improving the present position, two Bills are before Parliament, viz., one presented on behalf of the National League of the Blind, and another drawn up by a special Committee elected at a Conference of representatives of Institutions and Societies for the Blind throughout the United Kingdom. Efforts are now being made to unite these two Bills, and it is of great importance that these efforts should be successful. Friends of the Blind, and the Blind themselves should be thoroughly agreed upon this important question. In this connection there is a danger of damaging rather than helping the cause we now seek to benefit. While "State Aid" can do much in providing suitable premises, apparatus, money for supplementing wages, orders for stores, etc., the State cannot ever take the place of the voluntary assistance which by guidance, sympathy, and personal touch has done so much in the past. If State Aid should be the means of withdrawing voluntary support, the Blind themselves would suffer greatly by the change. The help which has been so freely given in the past should not be abated, for in the future it will be more urgently needed. A greater provision, a larger number to provide with employment, a wider responsibility will require *not less, but more* personal and financial help to enable these willing workers to be "content, though Blind."

Other practical suggestions on this subject may be found in excellent little pamphlets recently issued, viz.: "On behalf of the Blind," by Miss Heywood, Clarendon, Manchester; "After-Care of the Blind," by Miss B. Taylor, 39, Sylvan Road, Upper Norwood, S.E.; and "The Blind Comrade," by Mr. Stuart Johnson, 4, Eaton Place London, S.W.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

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## Editorial.

ONE of the letters received from an intending member of the Association spoke of opposition between the theorist and the practical man in a manner which assumed opposition between theory and practice. This fallacy must be endowed with perennial youth, for the number of times it has been killed is legion, yet still it rears its unblushing head. Theory and Practice, so far from being in opposition, are mutually necessary. They may even be regarded as two aspects of one process. The truth is not confined to education; it is binding on every art in life. G. K. Chesterton, in his riotous crusade against error, has in one of his essays done this particular fallacy to violent death, and belaboured its carcass with resounding paradox. Unfortunately we cannot at the moment lay hands on the passage.

In education the moral is the same, and perhaps the latest iteration of the fact is to be found in Professor Bompas Smith's Inaugural Address at Manchester University last month. "Theory and practice are intimately connected, are indeed only two aspects of one fundamental interest, so that neither can exist without the other. On the one hand, there can be no theory unless we first have practice. For practice must give us the experience which it is the function of theory to explain. But, on the other hand, all practice implies theory. The teacher who denies this, by his very denial commits himself to a theory, and his own words refute him. No one, in fact, is more theoretical or more dogmatic in his statements than is the one-sided advocate of practical experience. He is so sure of his ground because his theory is so limited, because he tends to ignore all facts outside his personal field of interest. But if we can guide our practice by the light of a comprehensive theory, we shall widen our experience by attempting tasks which would not otherwise have occurred to us. If theory cannot exist apart from practice, neither can practice be divorced from theory. Hence, if education is

to participate in the progress of the social sciences, educational theory must do justice to the facts of our experience as teachers, and practice must grow more efficient under the guidance of true theory."

\* \* \* \*

### Learning to See.

THE power of apprehending the external world by sight fits in so easily with daily living that one is apt to regard the faculty as intuitive. The large amount of mental adjustment which the retinal impression undergoes, and the long, slow process of building up mental content to carry out such adjustment, are alike forgotten. "Observation," said Sherlock Holmes to Dr. Watson, "shews me that you have been to the Wigmore Street post-office," but, as Professor Adams points out, Sherlock Holmes is grossly exaggerating the part played by his sight. What he did observe was a reddish stuff adhering to the doctor's instep. "From his previous experience of this stuff usually to be found on boots, he inferred that this stuff was mould. In the ultimate resort, all that any one can observe with the eyes are certain more or less irregular patterns of colour." Professor Adams then goes on to cite Binet, "who maintains that all our interpretations of the ultimate elements of sense impression are rapid, unconscious, logical inferences."

A capital instance of this unconscious logical inference is given by Bishop Berkeley when he recounts how, on a misty winter morning, a crow sitting on a bough near at hand was mistaken for a horse and rider, apparently a long way off. The shock that comes with the realization of such an error brings home to one the extent to which the mind, and not the eye, does the seeing.

This unconscious perversion of the truth may even be carried into the deliberate and conscious stage. The mind may actually override the eye, and insist on seeing what it wants to see. Thus, to take a concrete instance, a medallion may have light and shadow so arranged that the eye, acting at the bidding of the will, may see the picture as either a cameo or an intaglio. Perhaps better known are those advertisement pictures of bewildering piles of cubes, by means of which the mind can play the same trick on the eye.

In infancy the trick is often reversed, and the baby's eye assures the embryo intellect that it can clutch the moon. Mind and eye together must learn how to see. Until the mind is stored with visual memories, much of the optical sense impression must be vague and misleading. More interesting than the child's gradual co-ordination of eye and mind and movement, because more common and more out of the ordinary course of nature, are those cases of persons who have their sight vouchsafed to them after they have learned their external world by means of other senses. Their minds are stored with sense impressions, but among them are no impressions of sight. Their microcosm may be limited, but in its own way it is complete, and

the sudden throwing open of another avenue by which the outside world rushes in, is a disturbing, disconcerting affair. The process of adjustment to environment has to be gone through again. What was known and familiar to sound and touch is now strange and out of recognition. Accustomed to interpret his surroundings by the senses he has had since birth, he sees men as trees walking. He feels lost in a strange country, and shrinks from the slow, laborious process of learning to live by sight. He must get his mind so stored with pictorial content that each new object that invades his retina will call up its fitting rational interpretation. He must find for everything a new, a local, habitation, and a name. Only gradually will his faculty of vision change from being a strange and rather terrifying intrusion on the accustomed tenor of his life, and become the most glorious of all his sense powers.

The following cases, given by Dr. Carpenter in his "Mental Physiology," are delightfully simple and vivid illustrations of this process at work. Jemmy Morgan has been successfully operated on for cataract. "In a few days both pupils were almost clear; and it was obvious from his actions that he had distinct visual perceptions. But though he clearly recognised the *direction* of a candle or other bright object, he was as unable as an infant to apprehend its *distance*; so that when told to lay hold of a watch, he *groped* at it, just like a young child lying in its cradle. It was *very gradually* that he came to use his sight for the guidance of his movements: and when going about the house at which he was staying at Bristol, with which he had familiarised himself before the operation, he generally *shut his eyes*, as if puzzled rather than aided by them. When he came up to Mr. Estlin's house, however, he would show that he was acquiring a considerable amount of visual power, and it was his favourite amusement there to blow about with his breath a piece of white paper on the surface of a dark mahogany table, round and round which he would run, as he wafted the paper from one side to another, shouting with glee at his novel exploit. Nevertheless, when he returned *home* to his father's house and farm-yard, his parents (very intelligent people) remarked that he was for some time obviously puzzled by his sight, *shutting his eyes* as he went about, in his old way; though whenever he went to a *new* place, he was obviously aided by it. But it was several months before he came to trust to it for his guidance as other children of his age would do."

The second instance is that of young woman, who had also been blind from birth. "She was never able to ascertain what an object really was by sight alone, although she could correctly describe its shape and colour; but that after she had once instructed one sense through the medium of the other, and compared the impressions conveyed by touch and sight, she was ever after able to recognise the object without touching it. In this respect her memory was very perfect. It was curious to place before her some very familiar object that she had never compared in this way, such as a pair of scissors. She would describe their shape, colour, glistening metallic character, but would fail in ascertaining what they really were, until she put a finger

on them, when in an instant she would name them, and laugh at her own stupidity, as she called it, in not having made them out before."

Now it may be asked, of what particular use are such cases to the teacher of the Blind? The answer is, that they are of value in so far as they can bring into his mind a realization of the fact that a blind child's concepts are formed from tactual images. This is a truism with which one world never dream of disagreeing, and yet it is terribly difficult to avoid overlooking its practical application in the class room. A teacher may describe with the utmost conscientiousness an article which he wishes to explain, but unless he keep this little point of theory in mind he will, in nearly every case, find that what he has been giving is merely an account of how the article appears visually to him, and not of how it would appeal to the sense perceptions of his class. It is to be feared that a good deal of such describing goes on in our schools. Much of it must be unintelligible, except in empty symbolic form, to the blind child, and nearly all of it is educationally useless.

\* \* \* \*

### Notes.

TEACHERS who are on the look-out for fresh ideas in matters educational will find more than the satisfaction of a passing curiosity in Mr. Holmes's little pamphlet on the Montessori System, published by the Board of Education. What is of value to people working under widely differing conditions is, of course, not details of method, nor even a statement of principles, but the attitude of mind towards education which is revealed by such statement. The Montessori system has been the innocent cause of much loose talking and loose thinking, but now that this admirable little essay can be purchased for twopence, there is no excuse for teachers who are unable to state clearly why they can or cannot find value in the Montessori standpoint.

Students whose interest would carry them further are recommended to Madame Montessori's own book, called "The Montessori Method." It is translated by Miss Anne E. George, and published by William Heinemann, at 7s. 6d. nett.

\* \* \* \*

JANUARY has been a month of many changes. Mr. and Mrs. Littlewood, after a goodly number of years spent in energetic labour, are saying goodbye to work among the Blind. Mr. Gledhill has left Wavertree to take up his duties as Headmaster of the Blind School at Preston. Mr. Edden has gone to Wavertree from Brighton, Mr. Paul to Craigmillar from Henshaw's, and Mr. Fairclough from Henshaw's to Nottingham.

\* \* \* \*

READERS are reminded of the meeting to be held in London on the 8th inst. We repeat the hope that many members will be able

to attend, and that each will speak with authority of the general opinion of the members of his or her district. Names of those who intend to be present should be sent in at once.

\* \* \* \*

WE have been asked to draw the attention of our readers to the Holiday Course of Lectures which has been arranged under the auspices of the College of Teachers of the Blind, to take place from 25th to 28th March, at Gorleston-on-Sea. Teachers desirous of attending should send in their names to Mr. Littlewood, Hardman Street, Liverpool, not later than February 17th.

\* \* \* \*

It would add greatly to the general usefulness of our "Notes" page if each school would delegate to one of its staff the task of sending items of interest connected either with the work or the personnel of the School. We might receive more information than we could possibly publish, but this method would ensure that nothing of exceptional interest would pass unnoted.

\* \* \* \*

## Correspondence.

The Editor, Dear Sir.—I am in receipt of this month's *Braille Review*, and have heard with much interest the first issue of *The Teacher of the Blind*. Might I suggest that a few copies be printed in Braille for the convenience of blind members and others interested in the Association. It is not always easy to procure the services of a sighted reader, and if Braille copies were obtainable, we as blind teachers would derive much greater benefit. Trusting you will give this your careful consideration.—I am, yours faithfully, ANNIE L. ADAMS.

[If all readers who prefer to have their Magazine in Braille would send in their names, the practicability of a Braille edition would be discussed.—EDITOR.]

\* \* \* \*

Mr. J. S. Illingworth, East Anglian Schools for the Deaf and Blind, whose letter we regret we are unable to print in full, animadverted at considerable length on Mr. Stone's reference, in the article published last month, to the College of Teachers of the Blind. It is surely hardly necessary to say that neither Mr. Stone individually, nor the Association as a body, desires anything but closest friendship and co-operation between two organisations so closely allied in aim and sphere of work.

## Reviews.

"The Gateways of Knowledge," an introduction to the Senses, by J. A. Dell, M.Sc. Cambridge University Press, 2s. 6d. nett, 171 pp.—This is a book which is intended for the use of scholars between the ages of 12 and 15, but it should prove both stimulating and useful to the average teacher. The subject matter is arranged in the form of a series of experiments, and any teacher or pupil who works consistently through the book will find out many things at first hand which previously he had believed on hearsay, and at the same time he will have taken a considerable introductory step into scientific method. The attempt to use such a book in a school for the Blind would be undoubtedly profitable. The "telling" method, which is not teaching at all, is a demon doubly difficult to exorcise from schools where the knowledge of the pupil has special limitations, and one of the most wholesome disciplines for a teacher who feels his weakness would be to work through all the experiments with his class, except, of course, those on Light and Seeing. It would materially change his notions as to the amount of information a blind boy can be led to discover for himself, and would confer a needed stimulus towards first-hand education. Fig. 48 is easily interpreted, but not by means of the explanation on page 152, which seems to refer to a diagram which has been superseded. The book is well printed, and the diagrams are excellent. There is a useful list of books for reference and further study, and an index.

\* \* \* \*

Mr. Robertson's "Seed Bead Work" (published by Messrs. Charles & Dible), is not a new book, nor does it at this date require introduction or eulogium. To Teachers of the Blind, Newcastle is as much noted for Bead Work as for coals, but in case any newcomer is struggling with the mysteries of bead and wire, let us assure them that they can get no more helpful guide than this little book.

Miss Crassweller's "Beadwork for Children," from the same publishers, is probably not quite so well known. It deals with the larger beads, and the more elementary stages. The two books together are indispensable to every infant teacher.

\* \* \* \*

## BOOKS RECEIVED FOR REVIEW :—

"An Introduction to Experimental Psychology," by Charles Myers. Published by the Cambridge University Press.

"An Introduction to Psychology," by J. H. Wimms, M.A., B.Sc. Published by Charles & Dible.

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**Mr. Midshipman Easy**, by Capt. MARRYAT. 4 vols., large size, interpointed. Price 3s. each vol. (*Vols. I. and II. now ready*).

The following book has been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Botany**: The Modern Study of Plant Life, by M. C. STOPES, D.Sc., Ph.D., F.L.S. Large size, interpointed. Price 2s. 6d. (By kind permission of Messrs. T. C. & E. C. Jack, 67, Long Acre, W.C.)

*Now Ready.*

IN LETTERPRESS:—

**Æsop's Fables in Black-dot Braille**.—The Selection of the above which has appeared in the *Braille Review* has been reprinted in pamphlet form. This should prove very useful for sighted teachers and friends of the Blind who are learning Braille, and who find the reading of embossed Braille dots trying to the eyes. Price 3d., post free 4d.

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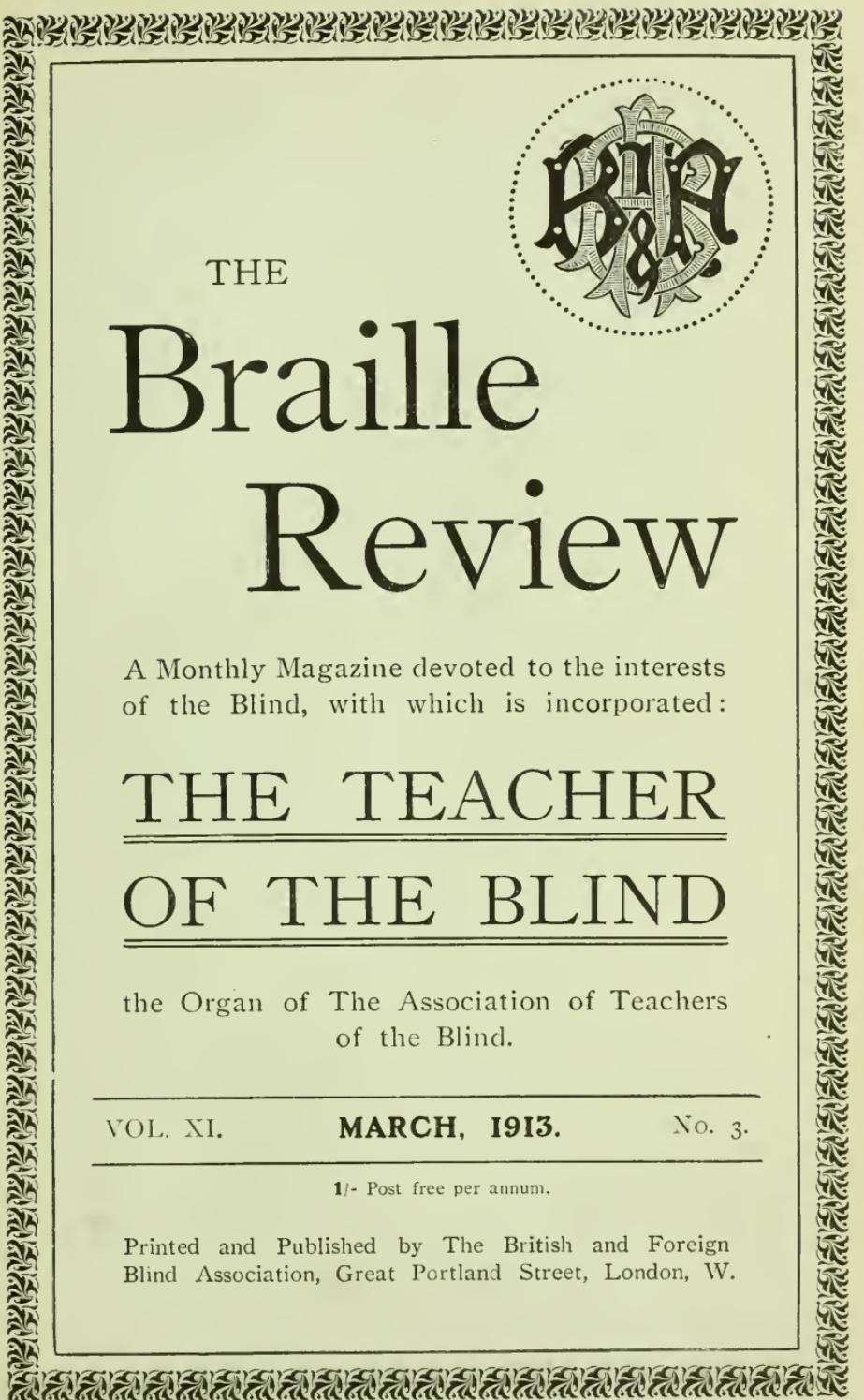
- Map of the Balkans, with Key (reprinted from *Progress*) 1d., post free 1½d.
- The School, by T. J. FINDLAY, M.A., Ph.D. (Home University Series). In 2 vols., large size, interpointed. Price 2s. 6d. per vol.
- The Holy War, by JOHN BUNYAN, with Introduction by Rev. A. R. BUCKLAND, of the Religious Tract Society. 3 vols., large size, interpointed, 2s. 6d. per vol.
- Pfayers for Younger Children (Morning and Evening) by Rev. H. R. SCOTT. Grade I., **pocket size**, interlined. Price 2d., post free 3d.
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THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI.

**MARCH, 1913.**

No. 3.

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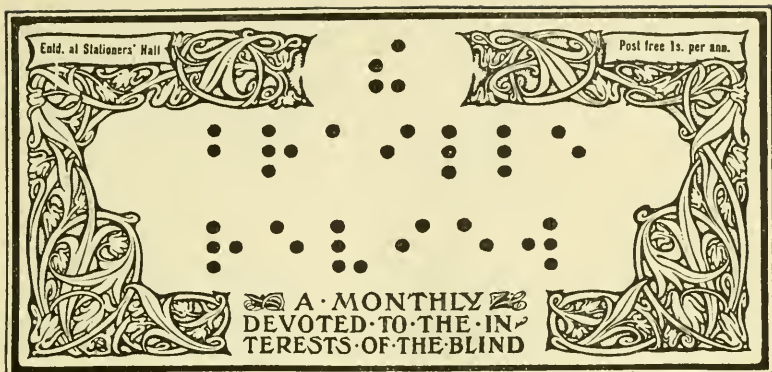
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## Trading Departments of Institutions for the Blind.

By W. H. THURMAN,

General Superintendent and Secretary, Birmingham Royal  
Institution for the Blind.

**L**ET it be clearly understood at the commencement of this article that it is not intended to cast reflections on the management of any workshops for the Blind: far from it, but rather to ventilate the subject, which, it is submitted, is a very important one. Neither is the fact overlooked that there is a work of charity being carried on in most, if not all, workshops for the Blind.

It will not be out of place here to touch upon the question of the training of the Blind, because it has a direct bearing upon the subject of this article. I will at once say that in my opinion blind children should begin their training and education as early as possible—even before the age laid down by Act of Parliament. I am bold enough to go so far as to advocate the reception into Institutions of pupils at the tender age of two years in certain cases. And why? Because much may be taught to blind infants as soon as they are able to toddle. Those who are parents know how easy it is to teach seeing infants who are below two years of age many duties which are very necessary, and which in the majority of instances of blind infants are not practised, either through ignorance or mistaken kindness on the part of parents. Many blind children of eight, nine and ten years have not been taught to dress themselves or to attend to their toilet; but it is not astonishing to those who are engaged in the training of the Blind to observe what little tots can do under careful tuition. Much more could be done if we could only get hold of them sooner; the benefit of an early training would be inestimable, and most discerned when the pupils arrive in their teens. Further, it would contribute in no small degree to the more effective work of “after-care.”

Another important point in connection with the early training of the children is the one of hand-training. The most prominent Education Authorities of the country have long since arranged for children with normal sight to receive hand-and-eye training ; surely the need of hand training for blind children is much more pronounced, with a view to successful training in the trades or the professions they are to take up. The age limit for the elementary education of seeing children being fourteen years, and for the Blind sixteen years, is evidence that the latter need a longer period of education than the former, but what are two years when consideration is given to the cause for this extension of time—viz. : blindness ? A step in the right direction, and of the utmost importance, would undoubtedly be for legislation to make it possible to send totally blind children to residential schools when they are from two to five years of age. The special kind of training given on the Kindergarten principles has been found to be exceedingly beneficial to blind children ; namby-pambyism, which is so often encouraged by fond parents, is at once suppressed, and gradually replaced by self-reliance. The difference between pupils who have been working under a Kindergarten curriculum and are transferred to a senior school, and those admitted into Institutions at ten to twelve years of age, and who have thus lost from five to seven years' training, is most marked. This speaks volumes for the Kindergarten training of the very young blind.

For many years a system producing extremely satisfactory results has been in operation at the Birmingham Main Institution (where only pupils over Kindergarten age are received as residents), that is, the reviewing of the progress of pupils twice annually. Those approaching fourteen years of age, and those above that age, are interviewed individually by the General Superintendent and Secretary, in the presence of the heads of departments and trade tutors. Every pupil's progress is then discussed, and shorthand notes made by a blind typist as to success or failure, physical or mental defects, character and conduct, and especially as to suitability to continue the training in which the pupil is engaged. By this method it is possible to discover before it is too late whether a pupil is really going to be successful or otherwise, and it also acts as a stimulus for better work on the part of the pupil. The notes taken at these half-yearly interviews are carefully preserved and form an excellent medium of reference. It often happens that a pupil has to be transferred from one department to another before the trade for which he is most suited is discovered, unless, indeed, he is to become inefficient.

Before deciding the trade or profession in which a pupil is to be trained, the home circumstances of the family, and also the district in which the home is situated, should be carefully considered. It would clearly be unwise to train a pupil in brush-making, and expect him to take up this trade when his training is completed, if there is no factory or workshop in which he could be found employment in the district of his home.

An opportunity is given at these interviews to admonish pupils when necessary, for misconduct, dilatoriness, etc.—not by any means a rare occurrence. Again, it does away with the possibility of a pupil having cause for complaint at the expiration of the training period, that he or she had not a fair chance of doing well, for, be it remembered, the pupils are encouraged to speak freely as to their wishes in regard to the work in which they are to be trained, and to “Out with it boldly,” for “Truth loves open dealing.”

What Workshop for the Blind is there not possessing inefficient workers—those who can earn but two or three shillings per week? I repeat that the system now referred to reduces to a minimum the yield of inefficient workers, and it therefore is one to be strongly advocated. A pupil is looked upon as “efficient” at the completion of training, if in the case of males he can earn at least 10s. per week at trades union rates, and in the case of females 5s. per week at trade rates. Thereafter he or she is considered to be an improver for some time—perhaps for one or two years.

Other points appertaining to training, and very important ones, are general deportment, gait and physical-culture. I am acquainted with not a few ex-pupils of Institutions where much might have been done to improve them in these respects; on the other hand, there are others who walk fearlessly, and in such a way as to defy the casual observer to detect that they are blind—that is, of course, the goal to aim at.

So much for the training. Now let us turn to—

TRADING.—Those interested in the welfare of the Blind are ever watchful for new work which could be undertaken by them. Everyone possessing an intimate knowledge of the organization and administration of workshops in which blind persons are employed and paid at Trade Union rates will, I am perfectly convinced, agree that it is a very difficult task to make both ends meet, provided that trading is done on strictly business lines—that is to say, on the same basis as an ordinary factory for seeing persons. Under the latter conditions the following “dead charges” would obtain: rent, rates, taxes, insurance, fuel, light, cleaning, postages, telephones, printing, advertising, stationery, depreciation, freightage, and stabling; salaries of trade manager, travellers, foremen and clerks; travelling expenses, and even a proportion of the salary of the General Superintendent, according to the amount of time he devotes to trade work, etc. The real motives for establishing and organizing workshops for the Blind on a commercial basis are without doubt of a high and noble nature, and should not be lost sight of. Briefly summarized, they are: to provide employment for those who are capable, and to prevent waste—regard being had to overlapping.

It must not be thought that I do not possess sympathy with the dreaded spectre of the mentally-defective blind, and of this I am quite sure, that many Institutions have such cases, possessing conditions of extreme sadness, to deal with. There is, however, no

disguising the fact that a market does not exist for the products of the mentally-defective blind. And quite apart from the point of trading, the question of morals ought to weigh heavily. All that can be done for this unfortunate class is on the charitable side, so as to alleviate wherever it is possible their troubles and difficulties, which could be reduced to a minimum by segregation.

Another great difficulty to contend with is the bad atmosphere so often existing in the workshops, the workers being so susceptible to draughts, which is unquestionably due to the lack of physical effort while engaged in their respective occupations. Adequate and reasonable ventilation has an invigorating effect upon the workers, resulting in an increased output with the same expenditure for "dead charges," which really means a more satisfactory profit on returns.

To the casual observer the question naturally arises: "If conducted on sound business principles, why should there be a loss?" The chief causes are:—

- (a) First and foremost, the blindness of the workers. Blindness has been well described as a "pure deduction," the blind person therefore being in many ways inferior to his sighted competitor as a producer.
- (b) Keen competition with articles made by machinery.
- (c) Sighted competitors working on their own account under conditions where the "dead charges" are particularly low, and Trade Union rates of wages rarely charged in the cost of the article.
- (d) Supervision of blind labour by sighted instructors, etc., etc.

With regard to (b), it is of course quite out of the question for the Blind to be expected to manipulate complicated machinery, such as sighted persons use in ordinary factories.

As to (c), it must frankly be recognised that small business men have to exist, and it is not unreasonable for sighted "garret" men and blind outworkers to do their best to earn a living in their own particular way and on their own account; indeed the blind outworkers should be encouraged in certain home occupations, such as boot-making and repairing, knitting, and piano-tuning and repairing.

Referring to (d), it is a fact beyond dispute that many blind workers would be unable to undertake the work they now do without the assistance given by sighted overseers, which is so essential, such as the shaping of baskets, the trimming and combing of mats, the finishing of brushes, the finishing of knitted garments, and the re-viewing of typewriting.

There are other causes, but those which have been enumerated are sufficient to show the difficulties which are certainly not applicable to ordinary businesses where seeing persons are employed.

*(To be continued.)*

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

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VOL. I.

MARCH 1st, 1913.

No. 3.

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## Editorial.

**B**Y the general meeting of members on 8th February, the Association of Teachers of the Blind has moved a long step forward on the path of its life history. Before that date it could offer no valid sanction to deeds done in its name, for it was but unofficially in existence. Now it is a settled organisation, endowed with a strong and serviceable Constitution, with an Executive of enthusiasm and capacity, and a Treasurer who will delight to sit at the receipt of custom. Its whole being breathes virility, hope, and resolution, and by such qualities the toughest problems may be overcome.

The meeting was an eminent success, not so much in numerical strength, though this was as satisfactory as could have been expected, as in the atmosphere of purposefulness and co-operation that characterised it. That spirit may be taken as an augury of many pleasant and useful gatherings in the future, of real interchange of opinion, of the stimulus and encouragement that come from corporate action, and of lasting benefit to the children in our charge.

We would appeal once again to those teachers who have not yet come in. There is a story, buried somewhere in Wilson's "Tales of the Borders," which describes how a worldly-wise matron watched the course of a fierce Border engagement from the window of her tower. On the instant that one side showed signs of wavering she gave to her husband and his men, waiting horsed and weaponed in the courtyard, the signal which sent them out to strike a politic blow for the winning side. It may be—one would be rash to dogmatise—but it may be that some have held aloof until they saw whether the Association would survive the thousand and one difficulties that beset the early days of all new ventures. If it be so, we are happy to assure them that the initial dangers are now safely passed; that the new life has won through, and has already entered on the beginnings of success.

\* \* \* \*

## The Multitude of Counsellors.

(By K. C.)

**I**N a recent number of *Everyman* a statement appeared that nearly thirteen thousand books had been published in Great Britain during the year 1912, and further, that these figures under-estimated rather than exaggerated the sum total of the works produced.

The fact as it stands is, however, when once fully realised, sufficiently overwhelming, and if safety may be found in such a multitude of counsellors, it must surely be safety for the authors themselves or for the publishing houses which profit by their activity; to the reader, seeking wisdom and entertainment in this clamorous throng, the abundance offers nothing but bewilderment.

Especially discouraging must it be to those whose profession demands, from first to last, that they shall have a wide and progressive intimacy with books. The law may appeal to precedent, and the church to the Early Fathers, but in the educational world there can of necessity be but few permanent, comprehensive authorities, and no court of final appeal. Each generation evolves new theories of education, and these produce in their turn new methods and textbooks with which the teacher must make himself acquainted; from books he must gain, in part at least, that culture and reserve of knowledge which alone can give to his teaching richness and infinite variety; books constitute one important medium through which he must practise his art; and to books he will often turn for that revivifying of mind and renewal of inspiration so essential to the success of his work; the teacher who is not also a student will shortly become an automaton and a failure.

It is of this last use of books as a means of restoration and inspiration that I wish now to speak, and I speak as one who, though not a member of the Teachers' Association, is deeply interested in its prosperity, and in the object with which it is chiefly concerned—"the welfare of the blind child."

There is a certain satisfaction in considering the subject from this point of view, because it is one which cannot be seriously affected by the multiplicity of books. For it is no mere diversion, or even mental stimulus, that we seek, but a far rarer and more substantial benefit. And now, what is it that we seek? The word "inspiration" has a vague though a deep significance; it would be well to try to express our need in more explicit terms.

The answer to this question is different for each individual, for we seek the renewal of that which we give to life, and the measure of our conscious need is the discrepancy between what we give and what we wish to give—the gulf fixed between the achievement and the ideal.

This gulf is widened in modern times by the fact that our work so often demands of us more than we feel able to yield.

The result is that, lacking the vitality to live our life exuberantly, or even spontaneously, we take refuge in playing our part. We bring to our work, not the entire weight of a robust and coherent personality, but a few detached, over-stimulated faculties, a mere fraction of ourselves.

Artificial, professional manners; forced, nervous activity; the threadbare banalities of the newspaper article; the stereotyped sprightliness of the hospital nurse—all bear witness to this division in ourselves, to this overdraft upon our immediate resources, and the efforts we make to meet it: we become "run down," "played out,"

and are compelled to stimulate again and again the already overtaken faculties on which we have learned to depend.

We strive, however, with small profit to others, and at great cost to ourselves. We sacrifice our natural dignity, obscure our sense of proportion, destroy our pleasure in work and our genial, personal tone. And the satisfaction, also, is scanty, for we know instinctively that the Power which gives us life requires that we shall render life in return, our intrinsic, individual life—a complete, organic whole.

Every teacher is well aware that in his calling, at any rate, no less a gift will serve. For the child claims from him what Emerson demands of his friend, "He shall give me that which, properly, he cannot give, that which emanates from him." It is a simple and exhaustive claim, characteristic of the child, and if the response be as full and simple, he will fare well, though he forget with alacrity every fact that his master has taught him; he will show instant appreciation by thriving under the genial influence, and in riper years his realization of the depths from whence it sprang will bring with it priceless knowledge of the inner secrets of life.

It is inevitable that one who teaches in this spirit should feel, at the end of the day, that virtue has gone out of him. He experiences the need of renewing that which he has given—life. He needs it, moreover, in a particular form, for his relationship with the child has been that of the mature to the immature being; it has been his part to adjust, to restrain, to stimulate, to compromise; he has been perpetually looking down. Now, he would stand upright, and associate on terms of frank equality with a nature as mature as, possibly greater than, his own.

There are many ways in which this may be compassed, all of them more or less dependent upon circumstances. There is the way of friendship, perhaps the best; the way of comradeship in some sport or hobby: there is also the way of companionship with a great man through his books. This last is an old way, but one which the constant stream of new volumes tempts us to neglect. In restless or dissatisfied moods we often grasp at the latest treatise in search of fresh ideas, thereby fatiguing our minds and confusing our aim, when we should be wiser to turn back to the old sources of healthy confidence, single purpose, and abundant strength.

There are many books, from which we derive great pleasure, which no more reveal their authors to us than an ordinary business letter reveals the character of the person who dictated it. A book may testify that the writer possesses dramatic power, insight into human nature, a creative imagination, or a clear and logical mind. But we are not interested in a selection of mental attributes, "the man we seek is the Man himself."

And just as it happens once or twice in our lifetime that we meet a person whom we recognise instantly as a friend—one whose nature corresponds with ours, one with whom we are fundamentally in sympathy—and just as, if we are wise, we follow up this recognition, knowing well that the privilege now offered to us is not one to be

lightly thrown aside; so it is with books. We read a short passage, a mere extract, it may be, and we apprehend in a moment, not only the full sense of the written words, but all that lies behind them, all the depth and intensity of meaning of which they are but a partial expression. We have had a first glimpse of a great man. Another friendship is offered to us, and we shall do well to profit by our flash of insight, to read the book in which the passage occurs, and if we are further rewarded, to begin a close and patient study of the author's whole works. It will be no light task, for we shall not master in a few leisure hours what it has taken the best years of manhood and the utmost concentration of the highest powers to produce. We must follow our author through success and failure, share his moments of clearest vision, and by that light gather up and interpret all that lies buried in his obscurer work. At the outset we may deem the price a high one, but if our part be loyally fulfilled, and our choice have not erred, we shall in the end acknowledge a debt which not a few living men do gratefully acknowledge to-day to Shakespeare, Spencer, Ruskin, or Carlyle.

\* \* \* \*

### Inaugural Meeting.

THIS meeting was held in the rooms of The British and Foreign Blind Association (by the kind permission of the Secretary-General) on Saturday, 8th February, at 3 o'clock. There were twenty-five members present, including representatives from Birmingham, Bristol, London, Manchester and Stoke. By unanimous request Miss Garaway occupied the chair. Mr. Stone of Edinburgh, and Mr. Hughes, of Brighton, wrote regretting inability to be present, the former through illness, the latter through a long-standing engagement.

It was reported that the initial success of the Association had been most gratifying, and that the membership now stood at 106. The members were distributed as follows:—

London	...	...	...	...	...	27
Midlands	...	...	...	...	...	21
North of England	...	...	...	...	...	39
Scotland	...	...	...	...	...	11
South and West of England	...	...	...	...	...	8
						106

This ready and cordial response was one of the most obvious justifications for existence which the Association could boast, and showed that in the opinion of teachers of the Blind there was much work waiting to be done.

The office-bearers for the current year were elected as follows:—*Chairman*, Mr. W. M. Stone; *Vice-Chairman*, Miss M. M. R. Garaway; *Hon. Secretary*, Mr. J. M. Ritchie, 79, Humphrey Street, Old Trafford, Manchester; *Hon. Treasurer*, Mr. J. S. Hughes, 178, Eastern Road, Brighton; *Committee*:—the above and Miss Ellis, Mr. E. Evans, Mr. P. Gray, Mr. S. Robinson, Mr. L. S. Smith.

The draft Constitution (printed in the *Braille Review* for December, 1912), was next laid before the meeting. In its amended form it reads as follows :—

(The wording in all cases has not yet received the ratification of the Committee.)

## CONSTITUTION.

(1.) That this Society be called "The Association of Teachers of the Blind."

(2.) That the aims of the Association be as follows :—

(a.) To quicken interest, stimulate thought and encourage research in education, and so benefit the education of the Blind.

(b.) To foster a feeling of comradeship among Teachers of the Blind.

(c.) To afford facilities for the interchange of opinion.

(d.) To promote united action among Teachers of the Blind in matters affecting their professional welfare.

(3.) That Members of the Association must be men or women actively engaged in teaching in Elementary Schools for the Blind.

(4.) That the Officers of the Association consist of a Chairman, Vice-Chairman, Secretary, Treasurer, and five Members of Committee. That the Vice-Chairman become the Chairman of the following year; that the Chairman and Committee retire annually, and that the Chairman be not eligible for election for the office of Vice-Chairman until one year after his term of Chairmanship has expired, but that he be eligible for immediate election to Committee.

(5.) That the nominations for and voting upon the above offices be carried out by correspondence at some convenient date before the Annual Meeting.

(6.) That distinguished educationalists or others interested in the Education of the Blind may be invited to become President or Vice-Presidents of the Association.

(7.) That a Monthly Magazine (in whole or part) be published by the Association for the furtherance of its ends.

(8.) That the Annual Fee be 4s. 6d., inclusive of Magazine, payable on the 1st January of each year.

Mr. Smith was called upon to make a report *re* representation on the Advisory Committee of the Teachers' Registration Council. His account of the negotiations that had taken place was most satisfactory, as the Association was asked to send in names of two representatives. Mr. Smith and Mr. Evans were thereupon elected to act in this capacity.

The Annual Meeting was then discussed, and after various suggestions had been considered it was finally fixed for the 13th September, at Birmingham. Its duration was limited to one day, and the programme was left to the Committee.

A report was given as to the arrangements which had been made with The British and Foreign Blind Association on the matter of an Association Magazine. The information was cordially received, and much satisfaction expressed at the generosity and goodwill which had been extended to the infant Society. A vote of thanks to the Chairman brought the business part of the proceedings to a close.

## Notes.

THE British and Foreign Blind Association have decided to form a Consultative Literature Committee on the choice of books to be brailled, and members will be gratified to learn that the Teachers' Association has been invited to appoint a representative. The special point upon which our representative is expected to be of service is the selection of school books. Those who have strong views on this matter are invited to communicate their opinions, so that such may be forwarded to the proper quarter.

\* \* \* \*

NEGOTIATIONS with regard to President and Vice-Presidents of the Association have advanced a stage since the date of the inaugural meeting, and members will be glad to learn that three of the most brilliant British educationalists have kindly consented to accept office. These are Professor Adams, of London University, as President, Professor Darroch, of Edinburgh University, and Professor Findlay, of Manchester University, as Vice-Presidents. It may be added that the list of Vice-Presidents is not yet complete.

\* \* \* \*

THE question of a Braille edition of the *Teacher* is now under consideration, and it would materially assist the plans of the Association if all who would prefer their Magazine in this form would send in their names to the Editor.

\* \* \* \*

ALL communications for the April issue should be sent not later than 15th March to the Editor, *Teacher of the Blind*, The British and Foreign Blind Association, 206, Great Portland Street, London, W.

\* \* \* \*

SUBSCRIPTIONS for 1913 are now due, and payable to the Hon. Secretary, Mr. J. M. Ritchie, 79, Humphrey Street, Old Trafford, Manchester.

\* \* \* \*

## College of Teachers of the Blind.

THE next examination of the College will be held on 6th, 7th, and 8th May, 1913, at Linden Lodge School for the Blind, Wandsworth Common, S.W. Applications should be sent in on or before 25th March to the Hon. Registrar, 206, Great Portland Street, W.

In connection with the Annual Meeting of the College, an informal meeting for Members of the Council, Fellows, and Certificate Holders will be held at 2 p.m., on Saturday, 8th March, and a Public Meeting, to which all who are interested in the Blind are invited, will be held at 3.30 p.m., when an address entitled "The True Functions of a Teacher," will be given by Miss E. P. Hughes, Member of the Glamorganshire Educational Council, and late Principal of the Cambridge Training College.

## B. & F. B. H. Publications.

*In Preparation.*

**Hymns Ancient and Modern.** Small size, interpointed (8 vols. and index). Price 2s. 3d. per vol. (*Vol. I. now ready.*)

**Story of a Red Deer**, by the Hon. J. W. FORTESCUE (in Grade I.) character slightly larger than the usual. In 2 vols., large size, interlined. Price 3s. per vol. (By kind permission of Messrs. Macmillan & Co.)

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**Nos. 10 and 12 of Choral-Vorspeile for Organ (52)**, by MAX REGER, Op. 67. (By kind permission of Messrs. Bote and Bock).

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**History of the English Bible**, by JOHN BROWN, D.D. Large size, interpointed, 1 vol. (By kind permission of Cambridge University Press).

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**Mr. Midshipman Easy**, by Capt. MARRYAT. 4 vols., large size, interpointed. Price 3s. each vol. (*Vols. I. and II. now ready*).

**Parliament, its History, Constitution and Practice**, by Sir COURTENAY ILBERT, K.C.B., K.C.S.I. 2 vols., large size, interpointed. Price 2s. 6d. each vol.

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. Large size, interpointed. (By kind permission of the Cambridge University Press).

**Botany: The Modern Study of Plant Life**, by M. C. STOPES, D.Sc., Ph.D., F.L.S. Large size, interpointed. Price 2s. 6d. (By kind permission of Messrs. T. C. & E. C. Jack, 67, Long Acre, W.C.)

*Now Ready.*

IN LETTERPRESS:—

**Æsop's Fables in Black-dot Braille.**—The Selection of the above which has appeared in the *Braille Review* has been reprinted in pamphlet form. This should prove very useful for sighted teachers and friends of the Blind who are learning Braille, and who find the reading of embossed Braille dots trying to the eyes. Price 3d., post free 4d.

Published by the aid of the Embossed Scientific Book Fund:

**An Introduction to Mathematics**, by A. N. WHITEHEAD, Sc.D., F.R.S. (Home University Series). In 2 vols., large size interpointed. Price 2s. 6d. each vol.

**Chambers' Effective Readers (Grade I.):—First Primer**, in Giant type, and **Second Primer** in type slightly larger than usual, 1 vol., intermediate size, interlined, on stout cartridge paper. Price 2s.

**Braille Almanac for 1913.** Enlarged and improved, 1s. post free.

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EASTER ANTHEMS:—

**Christ is Risen**, by J. H. MAUNDER. Price 5d., post free 6d.  
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**Unua Legolibro**, Part I. (Esperanto) by DRO. KABE. Large size, interpointed. In 3 sections, 9d. per section. In 1 vol., 2s. 9d.

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**MUSHROOM SHAPE STYLE**, price 2d. each, post free 3d.

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Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."



THE

# Braille Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

## THE TEACHER OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI.

**APRIL, 1913.**

No. 4.

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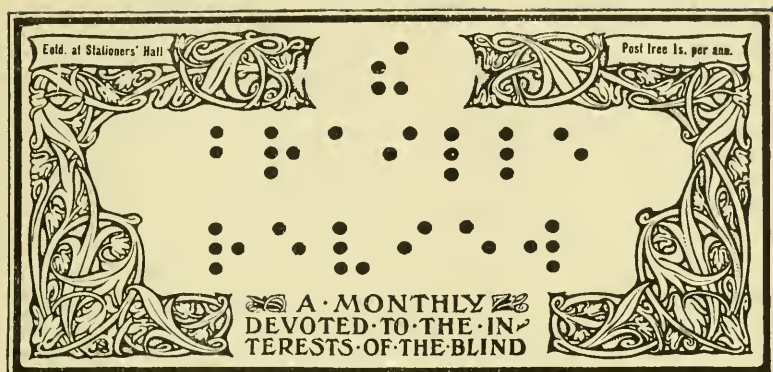
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VOL. XI.

APRIL, 1913.

No. 4.

## Trading Departments of Institutions for the Blind.

By W. H. THURMAN,

General Superintendent and Secretary, Birmingham Royal  
Institution for the Blind.

*(Continued from last month.)*

Contingent with this there is a point of the first magnitude, viz. : that a blind person having once been trained in a particular industry, and employed in a shop attached to an Institution, ought not to be discharged because there is a shortness of orders ; it therefore behoves those who are responsible for the training of blind persons to arrange, wherever it is possible, for them to be trained in more than one occupation. As instances I give those trained as knitters : they should also be taught chair-caning. Basket makers should in like manner be taught to re-seat chairs ; and in just the same way, several branches in the brush department ought to be taught to pupils taking up brush-making. The question of the *constant* employment of a blind person who has been trained in a particular trade, however, bordering as it does on charity, will not be dilated upon here, yet it is one of sufficient importance to justify a reference in passing.

TRADES TAUGHT AND PRACTISED.—Let us consider for a moment what are suitable trades and professions for the capable blind. Quite a number are taught, and taught well too, as follows :—

### FOR MEN.

Basket-making.  
Brush-making.  
Boot-making (especially repairing).  
Clog-making.  
Cane chair-seating.  
Rush chair-seating.  
Carpentry.

### FOR WOMEN.

Basket-making.  
Brush-making.  
Cane chair-seating.  
Knitting (machine and hand).  
Laundry Work.  
Massage.  
Mattress-making.

## FOR MEN.

Mattress-making.  
 Massage.  
 Mat-making (coir and wool).  
 Music (as a profession).  
 Piano-tuning and repairing.  
 Shorthand and typewriting.  
 Telephony.  
 Gardening, Poultry Farming, etc.  
 Printing, Stereotyping, etc.

## FOR WOMEN.

Music (as a profession).  
 Piano-tuning.  
 Shorthand and typewriting.  
 Telephony.  
 Weaving.  
 Gardening, Poultry Farming, etc.  
 Bookbinding.  
 Domestic Service.

The Blind are also trained, in several Institutions, to become Elementary School Teachers. It is well known, too, that many blind persons add considerably to their incomes by holding agencies for tea, coffee, cocoa, etc. Those who are intelligent may easily develop a tea agency by which a very satisfactory income may result. I know this is so, being acquainted with a few who do well at this peripatetic form of employment, but I do not feel that it ought to be generally or greatly encouraged. What surprises me is that more has not been done to foster insurance agencies; there are so many branches, and the work could be done by a totally-blind person, more especially with the aid of sighted friends.

It may be of interest to know the results in Birmingham of the particular sections of trade referred to above. We have no room for "slackers," the industrious blind only being catered for. It would be interesting to know how other towns have been affected.

**BASKET-MAKING.**—In my judgment this has had its day; it may have been a suitable trade years ago, and even now in certain districts, but looking closely into the facts existing in Birmingham I am forced to the conclusion, generally speaking, that it is now unsuitable for the Blind. True, blind people can make baskets—no one will deny that—but something more is needed than being able to make them. Can blind persons compete with seeing persons, or rather, can they earn a living wage at this industry? I unhesitatingly say "no." This assertion is made after careful consideration has been given to the question, and from experience in workshops attached to a Blind Institution in a busy town where about thirty hands are employed solely in this work, and also after coming into contact with those who have been trained as basket-makers and have set up in business on their own account. There are, of course, a few glorious exceptions; these stand out most prominently, and why? Because they embarked on their own account years ago, or happen to reside in a particularly favourable district. One has only to examine the beautiful work in the basket industry which is done abroad, and compare the prices with those of the British products, when it will be found that the work is so neatly and exquisitely done as to challenge competition, even by the British *seeing* worker, not to say anything about the price of the article, which as a rule is very low indeed. This is due in no small measure to the Saxon System existing on the Continent, where families, comprising members of all ages from five

to eighty, are engaged in this particular work for many hours a day, and their market is not regulated by Trades Union rates and other social conditions. These latter remarks apply to the fancy work, rather than to the heavy and brown work done in most Institutions, such as laundry and travelling baskets, potato pots, etc. There are other kindred articles made by the Blind, but, broadly speaking, the profit is very small, and not nearly sufficient to meet "dead charges." So strongly do the Committee of the Birmingham Institution feel that the basket trade should not be encouraged, that it is their intention to reduce the number of workers in that Department as opportunities arise.

**BRUSH-MAKING.**—There are many kinds of brushes made, but those most suitable for blind workers are: all kinds of wire-drawn brushes, bass brooms and rotary brushes, polishing brushes used extensively in factories (especially in those where bicycles and accessories are made), and wire brushes for foundry purposes.

The Brush Department in Birmingham is the largest we have, and certainly the most profitable; but too much stress cannot be laid upon the fact that pupils should be taught more than one branch, as previously referred to in this article. The "dead charges" are not nearly so heavy as in the Basket Department, while the earnings possible for the blind workers compare very favourably with those in other departments. Keen competition, however, exists with sighted workers.

**BOOT-MAKING.**—Fairly satisfactory under sighted supervision, but not wholly so, even in repairs. More satisfactory results would be obtained by employing partially-sighted workers. It is, however, a trade that pays if there is a call for the work, such as orders for residential institutions.

**CLOG-MAKING.**—Satisfactory work for the partially-blind, but should not be taught to those who have no sight at all. Profit is fairly good.

**CHAIR-SEATING.**—Neither in cane nor rush can much be made out of this work. It is easy to learn, but more suitable as an occupation than an industry. Nevertheless, some hundreds of chairs are collected, re-seated, and delivered in Birmingham and the district annually. Very keen is the competition in this work by itinerant workers.

**CARPENTRY.**—An admirable subject for technical training, which ought to develop into an important department, especially in regard to inter-trading, which point will be dealt with later.

**MATTRESS-MAKING.**—For women workers this is reputed to be quite satisfactory from a wage-earning point of view, but it is not taught or practised in Birmingham.

**MASSAGE.**—This appears to be quite a suitable occupation for both men and women, and the fees provide a satisfactory income, although it may take a long time to work up a connection.

**MAT-MAKING.**—A satisfactory trade for blind men, easy to learn, but requiring a certain amount of physical exertion not necessary

in other departments. The profits come second to those in the Brush Department.

**MUSIC.**—When pupils are talented in this direction, and are determined to succeed, this is a decidedly satisfactory calling, the remuneration being quite good. I know of one blind woman who is organist and choir-mistress in a village church, has filled the post for many years, and adds to her income by teaching pupils the organ and piano, and also by tuning instruments and doing slight repairs. This woman, although totally blind, performs all her domestic duties, even in regard to cooking and cleaning. We have many records of ex-pupils doing exceedingly well as organists and teachers of music. Quite a number have obtained a Diploma from the Royal College of Organists.

**PIANO-TUNING AND REPAIRING.**—I do not share the opinion of many of my colleagues that this is a most satisfactory employment for the Blind. It should always be taught as an adjunct to vocal and instrumental music. From information obtained, there are many doing very badly as piano tuners and repairers, but there are exceptional cases of great success.

*(To be continued.)*

## COUNTY OF LONDON.

The London County Council invites applications for the position of **Resident Assistant Mistress** (sighted) at the Elm Court Residential School for Elder Blind Girls, Court Road, West Norwood, S.W.

Candidates should be under the age of 35 years, and should possess the elementary School Teachers' Certificate or an equivalent qualification. If the teacher appointed does not already possess a recognised certificate for teachers of the Blind she would be required to obtain such certificate within two years from the date of her appointment. Preference will be given to applicants who are able to teach needlework, elementary basketwork, and drill, are good disciplinarians, accustomed to elder girls, and can play the pianoforte.

The salary will be in accordance with the scale for assistant teachers in the Council's ordinary elementary schools, but the maximum will be £140 a year. The teacher appointed will be required to reside in the school and will receive board, lodging, washing and medical attendance, and, in return for these emoluments, will be required to undertake a reasonable amount of supervisory duties.

Applications must be made on the Official Form 40 to be obtained, with particulars of the appointment, by sending a stamped addressed foolscap envelope to the Education Officer, London County Council Education Offices, Victoria Embankment, W.C., to whom they must be returned not later than 11 a.m., on Monday, 14th April, 1913, accompanied by copies of three testimonials of recent date. Permission to visit the school may be obtained from the Education Officer.

Every communication must be marked "S.S.6" on the envelope.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

LAURENCE GOMME,  
*Clerk of the London County Council.*

Education Offices,  
Victoria Embankment, W.C.  
28th March, 1913.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

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VOL. I.

APRIL 1st, 1913.

No. 4.

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## Editorial.

**M**ORE than once the opinion has reached us that membership of the Association should be open to technical instructors engaged in work among pupils over 16 years of age, and one correspondent naïvely suggests that the limitation laid down in Clause 3 of the Constitution has been introduced through oversight. This, it is hardly necessary to say, is not the case. The decision of the Association is deliberate, and a short explanation of its thought upon this matter may not be out of place.

As teachers we are concerned with the education of children. The Science and Art of Pedagogy troubles little about pupils of over school age. No one would claim that a child's education was complete at 16, but the method must change, and must give place to training, lecturing, coaching, instructing—operations widely divergent from the process that should be at work in the class-room and playground of an elementary school. The child is a different being, physically, mentally, and morally, from the adolescent; his desires, his ideals, his outlook on life do not march unbrokenly from childhood to maturity; thus, it happens that the problems of the school are not the problems of the workroom or the shop.

Why, then, should we undertake questions with which as teachers we have nothing to do? Why handicap the efficiency of our Association by diluting our proper educational work with large doses of extraneous discussion? As individuals it is highly probable that questions of more varied range will interest and appeal to us. No one can work in the blind world without gaining a nodding acquaintance with all its divisions, but a nodding acquaintance must give place to concentration and full knowledge of one special phase if progress is to be attained. The throwing together of all sorts of unrelated topics for discussion and settlement by heterogeneous assemblies, not entirely without the nodding acquaintance type, has been the cause of much retardation in the past. The Association attempts to detach the problems of education for specialised study, because it believes that along that line advance will be most surely made. Modern education is a theme big enough to occupy the Association's attention, and in the focus of that attention must ever stand the child.

\* \* \* \*

MEMBERS will be pleased to hear that Sir James Voxall, M.P., has consented to become one of our Vice-Presidents.

## Hints and Suggestions for Teachers of very small Blind Children.

[The contributor of the following article wishes to withhold her name in order that discussion and criticism may be more free. It is hoped that teachers will respond to our contributor's desire for a frank interchange of opinions on this most important section of our work.]

**I**T seems to me that an interchange of ideas upon a subject—and the methods of teaching that subject—can never do harm, and may often lead to good. We grow conservative in our methods without meaning to do so; and I, for one, shall most gladly welcome all ideas and suggestions from other teachers which will make for progress in our work, and that will prevent us from falling into a rut.

For many years I have had experience in the education of very small blind children; and quite recently I have had an opportunity of seeing "The Montessori Method" being put to the test in an ordinary school for sighted children. I think we could with advantage learn much from this method, and apply the knowledge to the special needs of our little ones.

With your permission, I should like to give the fruits of my experience, together with a few hints and suggestions that occurred to me while visiting the school in which the "Montessori Method" is being tried, to any of those teachers who also have the instruction of very small blind children entrusted to them.

Experience has shown that most little children on admission to school are quite helpless, untrained in every way, and most apathetic. For such children I think no attempt should be made to teach them to read or write for at least the first six months. Instead, they should be taught to play. Any game that will encourage movement, singing, the making of a statement, or the imitative faculties, is good. Fairy tales should play a very large part in the early stages. And for variety, a kind of domestic kindergarten occupation should be taken. Scarcely any of these little ones can dress themselves. Therefore one of the first things taught should be buttoning, lacing, the fastening of a hook and eye, and tying. For this purpose the teacher will need a wooden frame, about 12 inches square. Two pieces of material must be attached to the top and bottom bar of the frame; on the inner edge of one, buttons are sewn (large ones at first), and on the inner edge of the other, button-holes are made. Another frame is supplied with hooks and eyes, another with eyelet holes and a lace for lacing, and another with tapes for tying. Doll's tea-parties can be utilised for teaching the little ones how to lay a table, while with a doll's cot and bed-clothes early ideas of bed-making can be inculcated. The thorough wakening of the intelligence of the child is of far greater importance than ordinary lessons, and any means the teacher can devise to accomplish this are legitimate. And above all, she should never be bound by a time-table, it is the very extinguisher of freedom. She should be free to give up any lesson if the children cease to be interested, free to continue when she has gained their attention; free to take them outside for suitable lessons and games, and free to let them lie down and sleep if she thinks they need it.

A little later, selection and arrangement should be taught, thus training the child's judgment and sense of fitness. This might be accomplished in several ways :—

(1.) A set of wooden blocks, graduated in size, must be presented to each child. The child is required to arrange them on the desk from right to left in order of size.

(2.) A number of boxes, exact cubes, only graduated in size so that one will exactly fit into the other, should be given to the child, and the child should fit them together. Another exercise with the same cubes might be managed in this way. Place lids on all the cubes. (This in itself will call forth a good deal of effort on the part of the child), and then place one upon another in a column, beginning with the largest. This again will teach the child how to balance one thing upon another.

(3.) A small wooden box, the lid of which is perforated with about a dozen holes of varying and graduated size, and in each hole a wooden peg is fitted. The child has to examine this carefully; then the teacher removes the pegs, and the child has to find the right one for each hole. The exercise calls for more ingenuity on the part of the child. The child's command of language, too, is very small, and incidentally with these foregoing exercises the words—right, left, up, down, top, bottom, inside, outside—can be taught.

(4.) A still more difficult exercise with blocks or peg-boxes can include early ideas of addition and subtraction, by introducing them into a game of hide-and-seek.

Measurements, too, can be introduced at this stage. The child should be supplied with a piece of string a foot long, with knots at every inch. With this it can measure objects, make knots for itself at regular distances in a piece of string of similar length, learn to measure round and across an object, and many other similar things; learning the meaning of the words—round, across, through, high, deep.

Weighing out sand also forms a delightful game with these little ones.

One must admit, too, that another very important point in the training of blind children is the development and training of the sense of sound. As they cannot learn and enrich their knowledge by the use of sight, it is obvious that the remaining senses must be most carefully cultivated. Games in which a key is dropped and the child made to find it by the sound it made in falling; another in which a bell is rung in one corner of the room, and the child required to come to the spot from whence the sound came, are means to this end. Other games in which a totally-blind child is made to follow and catch another who is walking, running, or tip-toeing round the room, are also valuable, so also is hide-and-seek. A perfectly empty room should be chosen for these games, so that a timid child should receive no shock. But as it will be quite impossible for all paths to be free from obstacles as they grow old enough to go out alone, so I think it would be wise to begin at some later period in their education to train them to avoid obstacles. A piece of furniture (with corners carefully protected) could be placed in the way,

the child warned of the fact at first, and then told to proceed. Other children can be placed around the room, representing posts and trees, and great amusement is caused by various children trying to steer between these without touching them, but this should not be attempted until the child has proved itself to be fearless and plucky. Blind children are naturally timid of moving alone, and teachers will do well to remember that they often magnify the danger which they imagine there is, simply because they cannot see where they are going. A teacher should always take such children by the hand first, leading them where they wish them afterwards to go alone, just to assure them of safety, for nothing surely can be worse for these little nervous things than a strain upon their nerves.

The sense of rhythm can be developed by marching, clapping, and jumping in time. Early ideas of accent can be given by making the children stamp on the first beat of four, or clap loudly on that beat. The early ideas of pitch can also be brought into the form of play; but I have already taken more time than I intended, and occupied far too much space.

I should like to say in conclusion that most of these suggestions have been put to the test, and that in my opinion such little games as the foregoing should precede all the ordinary subjects put upon a time-table, and many of them might, with advantage, precede bead-work, weaving, modelling, and many other kindergarten occupations. The blind child's school life at first should be all play and stories: it should be encouraged to laugh and move fearlessly, and the day should be bright for it from the moment it wakes till bed-time. It should on no account be punished for habits for which its parents are responsible, but talked to and gradually shamed out of them. There is an old saying: "As the twig bends, so the tree grows." Let us see to it that we bend the twig in the right direction.

### **Blind Teachers and the Board of Education.**

The following letter was issued from Whitehall last month:—

"SIR,—I am directed to inform you that after careful consideration the Board have decided to discontinue their Certificate Examination for Blind Teachers in Elementary Schools. No Examination for this purpose will therefore be held after the Examination to be held this year of which notice has already been given.

"The Board has come to this conclusion partly because the number of candidates presenting themselves for the Examination in recent years has been very small, and partly because it appears to them to be undesirable that they should continue to offer special facilities for blind persons who are not prepared to undergo a course of training to become Certificated Teachers. It appears to them that in the case of blind persons a careful course of training is of special importance and is indeed essential.

"The Final Examination for Students in the Norwood Training College for the Blind, and the Preliminary Examination for the Certificate for Blind Teachers on which candidates are admitted to the College will continue to be held as heretofore.—I am, etc."

A communication of this kind makes us wish the Board had taken us further into their confidence, and outlined some of the *pros* and *cons* which entered into their "careful consideration."

Any fair measures to improve the standard of teachers must receive the support of all who have the interests of education at heart, but in this case the needlessly-cruel differential treatment of blind teachers appears to us the reverse of even-handed. Had the Board demanded that none but College-trained men and women should be employed in Schools for the Blind, we should have waived our chagrin at the temporary shattering of our membership, and have applauded them for being ideally heroic, but against the untrained Certificated seeing teacher there is no murmur raised; he is still the exemplar to whom the Supplementary and Uncertificated will continue to aspire. Why should a careful course of training in the case of blind persons for the purpose of teaching blind children be essential, if at the same time any seeing person, no matter how incompetent or uneducated, no matter how great his general ignorance of teaching or his special ignorance of the Blind, can find at least a two year's recognition.

Again, it is weak reasoning to say that because the number of candidates has been very small, the opportunity should henceforth be denied to all. Are the Board becoming commercially-minded, and finding that they cannot make a profit unless they get a sufficient turnover? The numbers, from the very nature of the case, must be limited, but that will not lessen the disappointment of the one or two who cannot compass a college training, but who none the less wish to become certificated teachers. Equality of opportunity is what the Blind have a right to expect, but is also what they do not seem likely to obtain.

## Notes.

It is with much regret that we have had to give up all thoughts of a Braille edition of our Magazine. The cost of such an edition has been found to be more than our finances will allow. At the same time, our blind readers are not forgotten, and efforts will be made to get some of the more valuable parts of our Magazine into tangible form.

\* \* \* \*

IN the Fielden School, Manchester, where Professor Findlay is at present carrying out most instructive experiments in Montessori methods, the pupils are often blindfolded for the better developing of the sense of touch. It would be interesting to watch some friendly contest in tactile sensibility between these and a class of smart blind children.

\* \* \* \*

NEWS of our Association has already travelled beyond the limits of our own country, and we have been gratified to receive a letter of warm approval and an addition to our membership from so distant a spot as Calcutta. We hope that others of our far-off friends will follow Mr. A. K. Shah's good example.

ASSOCIATION subscriptions are now due, and should be sent without further delay to Mr. J. S. Hughes, Hon. Treasurer, 178, Eastern Road, Brighton. It is hoped that members who have not yet paid will respond to this appeal, and so save the cost of circularising.

\* \* \* \*

WE beg to draw our readers' attention to the fact that the forthcoming Examination of the College of Teachers of the Blind will be held at Elm Court Residential School for the Blind, 22, Court Road, West Norwood, London, S.E., and not at Linden Lodge as erroneously stated in our last issue.

\* \* \* \*

ALL communications for the May issue should be sent in not later than April 14th to the Editor, "Teacher of the Blind," The British and Foreign Blind Association, 206, Great Portland Street, London, W.

## Correspondence.

IT is with sincere pleasure that we print the following letter from The Association of Teachers of the Deaf. We thank them for their cordial goodwill, and can only hope that our own Association will be in its own sphere as useful and as capable as theirs:—

"NATIONAL ASSOCIATION OF TEACHERS OF THE DEAF.

"Dear Sir.—At the Executive Meeting of the above Association on March 8th, it was unanimously carried that a letter of greeting should be sent to the Chairman and Executive of the Association of Teachers of the Blind, congratulating them on the formation of the same, and wishing the Association every success and prosperity in the future.—I remain, Your faithfully,

A. F. Boyer, *Hon. Sec.*"

"To the Secretary of the Association of Teachers of the Blind."

\* \* \* \*

One of our correspondents writes:—"May I ask the members of the teaching profession if it has been their experience, as it is mine, that the sense of touch in a partially-sighted child is much more highly developed in the fingers of the left hand, and sometimes does not exist at all in the right? I should be very glad to know the psychological reason for this phenomenon. Such children are not what is commonly known as left-handed, and in many cases the brain is in a fairly normal condition."

[May it not be that the partially-blind child has temporarily blunted the nerves of his right hand more than those of his left by daily use and abuse, and that this difference in sensibility induces the child to concentrate on his left, which in turn tends to increase the difference in sensibility. Another fact worth noting is that in moving the fingers along a line of Braille, the outer side of the left forefinger and the inner side of the right forefinger are the parts which come first into contact with the dots, and on the outer side of the finger the nerves are naturally more developed than on the inside.

The whole matter is most interesting, and we shall be pleased to receive opinions on the subject.—ED.]

**WANTED** immediately, **Assistant Mistress** (sighted), for Institution for Blind, Southsea. Able to teach hand and machine knitting, chair-caning, type-writing, drill, etc., and ordinary school subjects. Apply—Hon. Secretary.

**WANTED.**—One or more second-hand Stainsby-Wayne shorthand machines.—Particulars to HERBERT D. BLACK, Royal Normal College, Upper Norwood, London, S.E.

**Myrrh and Spicery** (verses by Miss FARRELL)—free copy may be obtained from The British and Foreign Blind Association, 206, Great Portland Street, London, W., on sending 1d. stamp for postage.

## **B. & F. B. H. Publications.**

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**Parliament, its History, Constitution and Practice**, by Sir COURTENAY ILBERT, K.C.B., K.C.S.I. 2 vols., large size, interpointed. Price 2s. 6d. each vol.

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. Large size, interpointed. (By kind permission of the Cambridge University Press).

**Botany : The Modern Study of Plant Life**, by M. C. STOPES, D.Sc., Ph.D., F.L.S. Large size, interpointed. Price 2s. 6d. (By kind permission of Messrs. T. C. & E. C. Jack, 67, Long Acre, W.C.)

*Now Ready.*

IN LETTERPRESS :—

**Æsop's Fables in Black-dot Braille.**—The Selection of the above which has appeared in the *Braille Review* has been reprinted in pamphlet form. This should prove very useful for sighted teachers and friends of the Blind who are learning Braille, and who find the reading of embossed Braille dots trying to the eyes. Price 3d., post free 4d.

Published by the aid of the Embossed Scientific Book Fund :

**An Introduction to Mathematics**, by A. N. WHITEHEAD, Sc.D., F.R.S. (Home University Series). In 2 vols., large size interpointed. Price 2s. 6d. each vol.

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**MUSHROOM SHAPE STYLE, price 2d. each, post free 3d.**

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Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."



THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI.

**MAY, 1913.**

No. 5.

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1/- Post free per annum.

Printed and Published by The British and Foreign  
Blind Association, Great Portland Street, London, W.

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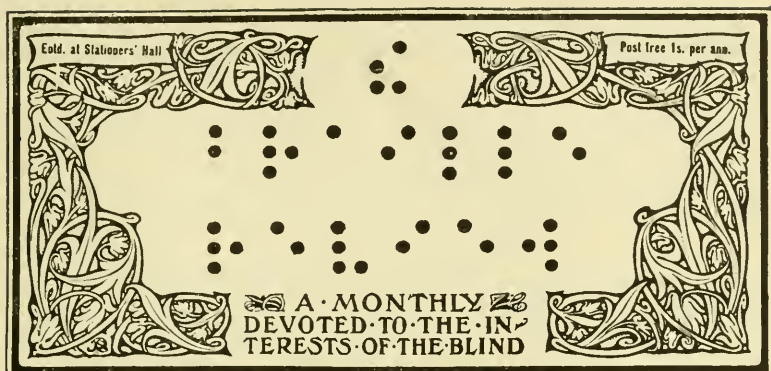
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VOL. XI.

MAY, 1913.

No. 5.

## Trading Departments of Institutions for the Blind.

By W. H. THURMAN,

General Superintendent and Secretary, Birmingham Royal  
Institution for the Blind.

*(Continued from last month.)*

**SHORTHAND AND TYPEWRITING.**—This is certainly an excellent form of employment, always provided there is a sighted overseer who is sympathetically inclined towards the typist. Much more could be done in finding employment for blind typists if only public opinion could be educated to realise that the blind are well worthy of a trial. This latter remark also applies to Telephony.

It is suggested that the facilities for securing employment afforded by the Labour Exchanges should be embraced.

**KNITTING.**—A most excellent industry for capable blind women, which ought to pay its way, but I am not satisfied that it provides remunerative work for the Blind in their homes.

**ELEMENTARY SCHOOL TEACHERS.**—I am probably treading on dangerous ground, but it is well to be candid. My opinion is that too many should not be encouraged to take up this work, as otherwise some will be doomed to disappointment. I firmly believe that every school should possess at least one totally-blind teacher for ordinary class subjects, in addition to blind teachers for special subjects, but I do not think it would be wise to staff a school completely with blind teachers.

**LAUNDRY WORK.**—This subject is passed with a short comment to the effect that it appears to be a suitable employment for the Blind, and especially those who have some measure of sight. It could be well dovetailed into the Trading Department of an Institution—particularly where there are a number of resident pupils.

TELEPHONY.—This should be taught as an adjunct to shorthand and typewriting, and there appears to be no reason why a distinct success should not be made of this work. The only difficulty would be in the blind person securing an opportunity to prove his or her ability. This latter remark also applies to typewriting and shorthand.

WEAVING.—Undoubtedly an excellent occupation, but it is questionable whether there is much or any profit in it. In Institutions where weaving is not taught, and where resident scholars are received, an effort ought to be made towards inter-trading.

GARDENING, POULTRY-REARING, ETC.—I feel quite certain that were opportunities afforded these would find a place among the most favourable callings for the partially-blind. There must be a large number of people with very defective vision who could quite satisfactorily perform the necessary duties in regard to farming—especially in poultry and cattle-rearing, dairy work, etc. Here is an excellent opportunity for some philanthropically-disposed person to prove the case.

PRINTING, STEREOTYPING, AND BOOKBINDING.—Stereotyping provides highly suitable and remunerative employment for a few educated and skilled blind persons. The production of books by hand can never be practised as a sole means of livelihood, but is useful for filling in spare time.

Bookbinding and kindred occupations in publishing houses of embossed literature form very suitable work for blind girls.

DOMESTIC SERVICE.—A number of young women have been trained as domestics, and in several instances have proved successful, but it is in consequence of their possessing a good measure of sight. Great care should be exercised in selecting pupils for this work. I have in mind a number of cases that have turned out to be complete failures.

The figures below will probably be of interest as to the weekly earnings of day workers who are paid for piecework. They are for workers employed in the Birmingham Institution workshops, Trade Union rates for the district being paid when such exist:—

	MEN.	WOMEN.
Baskets ... ..	13/5	6/4
Brushes ... ..	14/4	6/1
Mats ... ..	13/6	—
Boots ... ..	12/6	—
Knitting ... ..	—	8/6
Piano Tuning and Repairing ... ..	23/-	—
The Typists (women) are paid a weekly wage varying from 6/- to 15/-.		

The wages of day workers are augmented, on a graduated scale, in every instance where a man earns less than 21s. per week and a woman less than 14s. This assistance is from the charitable side of the Institution, and is not, therefore, a charge upon the Trading Department.

SALES. It is assumed (and rightly so) that the most beneficial results are obtained by conducting a business on up-to-date principles.

Where business is concerned it is disastrous to be content or to remain stagnant : this applies with great force to the Trading Departments of Institutions for the Blind.

Doubtless, unrivalled opportunities prevail for Institutions to obtain orders, because of the public sympathy exhibited towards blind workers. I could quote facts justifying this assertion, but am satisfied that the statement is of such common knowledge that it need not be amplified. The quality of the goods and the prices should of course be equal to those of other firms.

Now let us see how the goods can best be disposed of! The following suggestions are based on experience in this direction. Persistent efforts should be made to let the public know that the Blind need their help, and also to establish confidential relations between the public and the Institutions. This would have a tendency to assist in the arduous task of securing subscriptions and donations, and also to stimulate sympathetic interest in the employment of the industrious blind—I emphasise the word “industrious.”

Now for the best means by which to acquaint the public! The most satisfactory way is undoubtedly to advertise. True, the method is expensive, but the experience in Birmingham proves that it pays. The enormous increase in Trade during the past few years is to be attributed to advertising. Every opportunity is embraced of informing the public of the work which the Blind can do; their interest is enlisted, their inquisitiveness encouraged, and they are told that the quality of the goods to be purchased is at least as good as that to be obtained elsewhere—yes, and in many instances better.

Lantern lectures dealing with the work form an excellent method of advertising. Last year, for instance, no less than 10,000 people heard my lectures on this subject, and it is reasonable to assume that three times that number would hear of the work among the Blind within a week of the lectures being given. In these lectures the subject of the prevention of blindness is dealt with, as well as all the phases of the work of educating, training and employing the Blind. The public are also invited to inspect the workshops and see the Blind at work, and a concert or gymnastic display is arranged. Invitations are freely issued, not with an idea of expecting heavy purchases at the time visits are made, but rather to keep the subject prominently before the public, and to impress upon them the reality that we cannot excel without their patronage. A fillip would be given to the endeavour to advertise in this way by inviting the Press to attend the entertainments; this was done years ago at Birmingham with conspicuous success at the time the concerts and entertainments were originated.

The public are encouraged to look upon the Institution with pride, and as belonging to them.

Another form of advertising is by the provision of Travelling Vans, with the name of the Institution prominently displayed on both sides and on the rear. This is probably the most unique form in existence of advertising for the Blind, and its value is much

enhanced by the employment of at least one blind or partially-blind man for each van to take the goods round. It is also likely to influence legacies ; I attribute the receipt of a large one at Birmingham to this system, as it aroused the interest of an aged and wealthy gentleman living a few miles out of the city, who otherwise would have known little or nothing of our work among the Blind.

We have three vans, one accompanied by two men and two in charge of one man each. The takings of these three vans are £1,700 per annum.

Then the house-to-house canvassers for subscriptions and donations are prompted in regard to trade matters ; advantage is also taken of printing on the envelopes left by the canvassers, both sides being utilised. To this may be traced a great increase in sales. Every opportunity of advertising is seized, even by printing on the back of the tickets issued when pennies only are collected. These advertisements are changed from time to time.

A traveller is engaged who is nearly blind. He is provided with a pony and trap, and is despatched to answer urgent enquiries, which are rigorously prosecuted, to take particulars of orders, and to "drum up" new customers ; the maxim, "If customers will not come to us we must go to them," is kept to the fore. It is found better to supply goods direct to the users, thereby obtaining better profits than would be possible if dealing with factors. This method of trading also creates and maintains the interest of customers in the work of the Institution ; it also influences subscriptions, donations, and legacies.

Last year's returns show that we employed, in round figures, 150 blind people, and this at a cost of £264 only, or less than £2 per head per annum ; full time was found for all workers during the whole year. The blind employed by the Committee at Birmingham received in wages and salaries £5,112, and in augmentation £1,067, making a total of £6,179.

The test of public judgment, at times very severe, has been met, and we have not been found wanting. Of course, errors sometimes occur : in what large establishments do they not ? But no effort is lacking when a complaint arises to deal with it promptly, courteously, and apologetically. Candid criticism is considered to be healthy and is consequently encouraged, bearing in mind that sterling merit will swim.

There are avenues of trade not yet exhausted which will be tapped in due course. When people recognise that we are determined to progress, and that our prices are favourable, orders will surely follow.

(To be continued.)

\* \* \* \*

COMMENCING with the May number, *Santa Lucia* will be interpointed, the price being the same. In the same issue a good short story will commence, entitled "The Mystery of the Morgantic," taken from *The World*.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

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VOL. I.

MAY 1st, 1913.

No. 5.

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## Editorial.

**L**AST month we were pleased to acknowledge a congratulatory letter from the National Association of Teachers of the Deaf.

Since then we have had further proofs of their friendliness and cordiality.

The "Teacher of the Deaf" for March contains a notice of our own paper, and an official interchange of magazines has been arranged. This spirit of kindly comradeship is most gratifying, and should have a direct influence on the effectiveness of our work. In school method the Deaf world is poles apart from the Blind, but there are many considerations which bring them close together, and make co-operation and good feeling valuable assets to each.

Especially is this so in the realms of legislation and central control. To the official mind "B" and "D" are inseparable letters of the alphabet. Annual returns, regulations, circulars, all blazon abroad the fact that Blind and Deaf are indistinguishable, or at least can only be distinguished when someone with superior insight has "struck out the word not applicable."

In view of this invariable grouping by St. Stephen's and Whitehall, it is a matter of great satisfaction to know that the two Associations representing all the teachers affected are willing and ready to work together in whatever touches their common welfare, or the welfare of Deaf and of Blind children.

The record of work done by the N.A.T.D. appeals with all the force of a precedent and an example to the A.T.B. The work of the younger Association will be more plain to see and more easy to perform for the labours of its older and more stalwart confrère.

In the meantime we must once again thank the N.A.T.D. for the warm welcome with which it has greeted the tardy appearance of our Association in the land of the living.

## The Case for Federation of Libraries for the Blind.

By E. W. AUSTIN.

**I**T was some twelve months before the International Conference on the Blind of 1908 that the first suggestion of Union among those working at the production and circulation of Literature for the Blind emanated from the Incorporated National Lending Library for the Blind.

At that Conference the idea gained many adherents, especially among the Blind themselves. Certain teachers began to give up some of their valuable leisure to copying books, in order to help forward the ideal of a great National Library.

Shortly afterwards, in a circular entitled "A Plea for a Universal Library," the defects of the present somewhat chaotic system, and the advantages of a more comprehensive organisation, were stated perhaps as clearly and as fully as has ever since been the case. It is interesting to note that in America a National Library for the Blind was founded as a direct result of that circular, and though we have not lately heard of the progress of this undertaking, we wish it the success it deserves.

Lastly, at the International Conference of 1911, after a remarkably unanimous discussion on the need for at least some form of union among existing Libraries, a Committee was appointed by the Conference to examine into the matter and to formulate some plan of action.

So much for the history of the movement.

Before enlarging upon the possibilities of Federation, I should like to point out once more the defects of the present system which, though generally acknowledged, cannot be too often definitely stated.

Chief among them is the profound ignorance of each library of what the others are doing. This would not matter were all our books stereotyped, since they would then be easily obtainable by all, and so no waste of labour or eyesight would be involved. But where so many, in fact the enormous majority, of the more advanced books especially, are perforce produced by hand with infinite labour and at great expense, it is really a very serious matter (1) that the work of the transcriber should be duplicated, and so partially wasted; and (2) that the existence of such valuable books as are produced should in many cases remain unknown and inaccessible to the blind reader. It was stated at Exeter, and I know it to be a fact, that students have paid £4 and £5 to have brailled a book which was already embossed, and which the owner would willingly have lent had he known of the need for it. There is a third unfortunate result of the present system, which is, that valuable books are now lying idle on

the shelves of local and institutional libraries, having been read by the local blind, or the special local need for their production having passed, which books would form an educational experience to many were it only possible to circulate them.

Now, it may be thought that the answer to the above indictment should be: "Concentrate on having every book printed, and renounce hand-written Braille." With this solution I do not agree.

We need an increase, a very great increase, in the output of printed books, and we need a far more catholic choice in the sort of literature that is stereotyped than has hitherto been the case, but, after all, the reading blind do not number, at the very highest computation, more than 20,000, and of these many have not a more varied taste in literature than is the case in the "sighted" world. Therefore, while the popular and much-read books should be stereotyped, it is manifestly wasteful to print such as are required by every student of English literature once in his life, and then possibly never again. The edition of these books would require to be so curtailed as to become an edition of two or three.

Secondly, space forbids a large number of copies of some of the longer books being kept in our libraries, and certainly space prohibits anything that can be called a library in the house of the private reader. And yet we need books more and more, books for those whose blindness renders imperative a generous choice of reading for their solace, for their education, and for their enlightenment.

What, then, is the remedy? Concentration of our resources, economy of labour by its guidance in the right directions, and a free circulation of the available stock of books.

All these benefits are only obtainable by some form of Federation. By combination only can we arrive at an authentic "Union Catalogue," which shall record the names of all books produced in embossed types, whether printed or hand-written. This work has already been begun under the auspices of the Libraries' Committee appointed by the Conference of 1911, but, in order to keep it up to date, it must be in the care of some specific and responsible body, *i.e.*, a Federation Committee. By combination only is it possible to create the machinery which shall give confidence to those owning valuable books, to lend their possessions in the sure knowledge of their safe return. A Federation would appoint and control a Clearing-house for the transaction of such business. Only by combination, affording a recognised centre for the exchange of knowledge (*i.e.*, a Clearing-house), will it become easy for any student to make known his urgent wants, and so induce some library or printing-house to undertake the transcription of any needed work. This is already done in a small way; certain books have been specially transcribed for students by individual libraries, but we require an organised and recognised centre for this purpose. How many of you teachers at present realise that it is easy for an institution such as the Incorporated National Lending Library for the

Blind to get a book brailled at comparatively short notice by skilled writers, and that they are glad to be told of the needs of your pupils?

Lastly, by combination alone is it possible to make known these benefits throughout the country, *i.e.*, by the appointment of local representatives for each district, who will understand the working of the Federation, and carry out the ideals of usefulness and efficiency we are striving to reach.

Such a Federation would be, will be, shall I say, a most useful source of information to the publishing houses as to the books desired, and would prevent that wasteful duplication of hand-written work which we all know exists, and must all deplore. We need every atom of eyesight that is devoted to our blind to be used in transcribing fresh books. It is a sad waste for two sighted workers to write the same book. The duplicates can be made by the Blind, voluntary or paid.

There has been, till quite recently, a very well-founded objection to hand-written Braille in some quarters, on account of its inaccuracy and unfaithfulness to the text. This is one more argument in favour of Federation. It has been proved by myself that voluntary writers, if properly trained, can do work which is technically as good as that produced by an experienced printer. Good Braille is just as easy to write as bad Braille, and it gives greater pleasure to the writer. We have found at the National Lending Library, since we have raised our standard of accepted work, that our writers are far more devoted, and take a far keener interest in their work than ever before. It is a sin to allow an enthusiastic learner to begin to write without a proper training and subsequent supervision. The work so produced is often slovenly in the extreme, and harmful to both writer and reader. I write here for teachers, and I know they will agree with me that the educative value of good Braille cannot be overrated. The blind reader wants to understand, and takes pleasure in the correct representation of significant print uses, just as much as do those who read ink print. We should not tolerate many errors in our printed books, so why should we expect the Blind, whom we are supposed to be helping, to content themselves with the poor stuff which is often so blandly proffered them. Unfortunately, at present many struggling libraries accept all that is given to them; they have neither staff nor machinery to train their workers, and they ruin in this way many a one who might be an admirable writer.

All this tirade is meant to prove that, united, we are strong enough to raise the standard of hand-written Braille, to insist that writers shall develop a "Braille conscience," and show these kind friends that the best only is good enough for the Blind. It is a lesson they are glad to learn.

In conclusion, I should like to thank your editor for the opportunity he has so kindly given me of putting the case for Federation before you. It is not to teachers of the Blind that I need write of the part books must play in the education of the

Blind. A remark made lately by Mr. Stone in this connection struck me very much. He said: "It is impossible to overestimate the helpfulness of fresh books, coming month by month into the school. They mean something to look forward to, something to discuss, both for teachers and pupils."

It seems to me that Mr. Stone strikes here the keynote of our ideal. We do not want to give the Blind just books to read, we want to give them something that shall interest and stimulate them—for one a good novel, for another a history of music, for a third a book of travel. Our resources, scattered as they are now, are woefully inadequate—united, they may raise an edifice in which we all can rejoice.

\* \* \* \*

## Reviews.

ARTISTIC CANE BASKETRY UP-TO-DATE (Illustrated), by Edith M. Crooke, published at the School of Basketry, 18, Berners Street, London, W. 84 pp., price 1s. 6d. net.—This little volume, excellently printed and illustrated, is the best we have seen for a long time. To begin with, it does not make excessive claims. Confidence is established at the very outset by such a fundamental truth as the following: "The Art of Basketry, in its initial stages, can be satisfactorily acquired only by direct manual instruction from a competent teacher." Friendly terms with the author are easy after this, and we readily admit the invaluable assistance which such a book can render to teachers in schools for the Blind. One fault this book has in common with almost all other books on pulp cane work; at least, we count it a fault when reckoning up its possible usefulness to teachers of the Blind. This is that cane work is not considered in relation to willow work. An elementary knowledge of the methods and usages of the professional basket-maker is an indispensable asset to a teacher of even young children. In the present volume, for instance, it would have obviated such an amateurish application of "pairing" as "lace it over and over, after the manner of sewing, pushing the end under the top row of the weaving in every space between spokes," or of attempting such a difficult operation as of an "oblong bottom with square corners" without the use of a "block." Still, the book is clearly written, and to describe basket-work processes lucidly is no small feat, witness the admirable page on the "five-plait" border. The full and straightforward account of about twenty excellent models will earn Miss Crooke the cordial thanks of many a struggling kindergartner.

\* \* \* \*

## Notes.

SOME interesting information has been received with regard to the Industrial Home and School for Blind Children in Calcutta. The Institution was started sixteen years ago with one pupil, in a tiled

hut in a lane, by Mr. Behary Lal Shah, and had a most disheartening and uphill struggle before it reached the secure and comparatively prosperous position it holds to-day. "You have perhaps sometimes witnessed" says Mr. Shah in one of his reports, "one man leading a dozen, if not more blind people, both young and old, who are in no way related to him, but simply hired with the object of making money out of them as the proprietor of a roving theatrical company does out of his troupe. They take these people from door to door, excite the pity of men by exhibiting their natural defect, and thus manage to earn money." This takes us back to the days of Valentin Haüy and the very beginnings of the education of the Blind in Europe, and makes plain much of the environment against which Mr. Shah has had to fight. The smallness of the school in Calcutta, however, must not lead us to suppose that the education of the Blind in India is entirely a recent growth. More than 150 years ago a School for the Blind was started in Amritsar under the Church of England Zenana Mission. Dr. Nilkantraï Dayabhai, himself deprived of sight, opened a school at Ahmedabad, and another was started in Bombay by Miss Millard, a missionary. After that came the Victoria Memorial School for the Blind, of which Dr. Nilkantraï is now the principal.

\* \* \* \*

ALL communications for the June number should be sent in not later than 14th May, to The Editor, "Teacher of the Blind," The British and Foreign Blind Association, 206, Great Portland Street, London, W.

\* \* \* \*

## Correspondence.

April 17th, 1913.

DEAR SIR.—The letter from the Board of Education which appeared in the last issue of the *Teacher of the Blind* seemed to us somewhat vague. In the beginning it is clearly stated that the Board of Education will no longer grant the Elementary School Teachers' Certificate to blind persons. Also that the final examination will be held this year. After the very feeble reasons for their decision they go on to state that the examinations will be held at the Norwood College as heretofore.

Are we to understand that a special certificate is to be issued for college-trained blind teachers, or do they simply mean to do away with the untrained in future?

Before closing, we wish to express our appreciation of the kindness of the person who took up the cudgels on our behalf so well in the *Teacher of the Blind*.—Yours faithfully, "Three Members of the Association of Teachers of the Blind."

[The letter of the Board of Education appears to us to state quite clearly their intention of refusing to blind candidates the Teachers' Certificate, unless such candidates have previously received a course of training at some college specially recognised for that purpose.—ED.]

**WANTED Assistant Mistress** (sighted), for Institution for Blind, Southsea. Able to teach knitting, chair-caning, typewriting, drill, etc., with ordinary school subjects. Apply—Hon. Secretary.

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**Myrrh and Spicery** (verses by Miss FARRELL)—free copy may be obtained from The British and Foreign Blind Association, 206, Great Portland Street, London, W., on sending 1d. stamp for postage.

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**Heredity,** in the light of Recent Research, by L. DONCASTER, M.A. Large size, interpointed. (By kind permission of the Cambridge University Press).

**Botany:** The Modern Study of Plant Life, by M. C. STOPES, D.Sc., Ph.D., F.L.S. Large size, interpointed. Price 2s. 6d. (By kind permission of Messrs. T. C. & E. C. Jack, 67, Long Acre, W.C.)

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THE

# Braille Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

## THE TEACHER OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI

**JUNE, 1913.**

No. 6.

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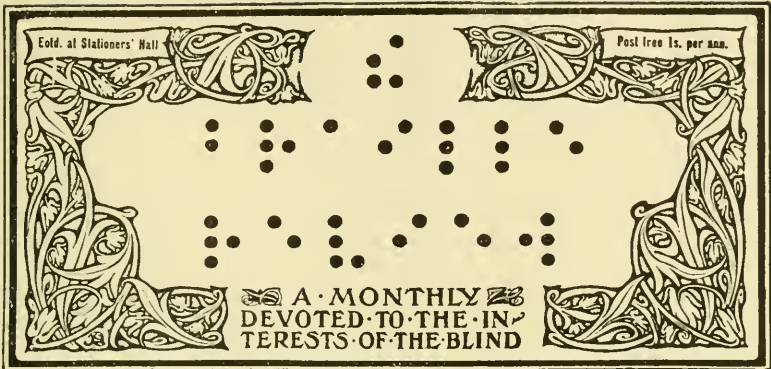
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## Trading Departments of Institutions for the Blind.

By W. H. THURMAN,

General Superintendent and Secretary, Birmingham Royal  
Institution for the Blind.

*(Continued from last month.)*

The sale of goods commanding the highest rates of profit should be pushed in preference to those which have to be sold at little above cost price.

Much assistance may be obtained by becoming affiliated with the Chamber of Commerce for the district. This is a means of coming in contact with business gentlemen of high repute, and of receiving valuable information and support in respect to trading.

Orders should be declined when returns show a definite loss. This course I have adopted, especially in regard to G.P.O. baskets. It was found that we could not possibly see our money back on the repairs undertaken—in fact, there was a loss on the work, and I felt it to be my duty to refuse the orders.

Honest trading should be advocated; the results will be good. I have found it possible to reduce the selling prices of certain articles consequent upon altered conditions of production, and have informed customers accordingly, who have naturally been pleased, and have expressed their satisfaction in a practical way by sending orders for other goods. Over and over again appreciative letters have been received, together with repeat orders, which are attributed to the action referred to. When errors occur in invoices for goods sent to the Institution they are rectified. Such actions establish a bond of business friendship not easy to eradicate.

I must not forget to refer to the opportunities afforded for securing orders from Education Authorities, and from Boards of

Guardians, when visits are made to the Institution by their representatives for the purpose of inspection. Some of our best customers are to be found in Public Bodies. Their patronage has been secured in a very simple way, that is, by pointing out how much their assistance would be appreciated by giving us opportunities to quote for the goods they require, and which the Blind make.

INTER-TRADING.—It is manifest that it would be a suicidal policy for all trades spoken of in this article to be taught and practised, irrespective of the size of the shops and the peculiar needs of the district. For instance, although in Birmingham it is found that basket-work under present circumstances is unprofitable, I am mindful that in other parts of the country it may be a satisfactory trade to encourage. And so with the brush-making—while it is good for Birmingham, in other towns it may be a complete failure. Again, it would be unwise to make ships' fenders in Birmingham.

What I should like to see extended is inter-trading. Although there is considerable trade passing between the several Institutions, I believe that much more could be done. Let me cite a case: We do not make mattresses in Birmingham, but I see no reason why a good trade in this branch should not be done in our city, and indeed in all large towns possessing, as they do, hospitals, hotels, philanthropic homes, boarding schools, etc. Although this particular industry is specially suitable for blind labour, I question whether there are in Birmingham twenty mattresses that have been made by the Blind.

I am very grateful to my fellow superintendents who have sent and are sending orders for goods made in the Birmingham Workshops, and will reciprocate as far as possible. I am told that orders have been received for goods at some Institutions, and those not made by the Blind supplied, although a telephone message or telegram would have been all that was necessary in order to obtain them from another Institution where the special kind of work is undertaken. This is a deplorable state of affairs, and should be obviated.

I am writing strongly on this point, because it is an important one. On my part I shall be prepared to welcome any arrangement to bring about an alteration in this respect.

*(To be continued.)*

\* \* \* \*

## Sale of Work.

MRS. M. WOOD, 16, Schubert Road, East Putney, is holding a Sale of Work in the coming autumn on behalf of The British and Foreign Blind Association, the proceeds of which are to be devoted to the Rebuilding Fund. If any readers can assist in any way by gifts of saleable articles, materials, or donations towards the purchasing of materials, Mrs. Wood will be extremely grateful.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

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## Editorial.

NOW that the month of June is upon us, and the summer holidays, that season of forgetfulness of blind affairs, close at hand, we wish to remind all members that the first Annual Meeting of the Association is to be held in Birmingham on Saturday, 13th September. That seems a long way off, but our members are men and women of many engagements, and we want this item booked securely. The members of a widely-scattered Association cannot hope to have much personal contact with one another, and yet such intercourse is needful to bring friendliness and reality into our corporate life. It is important that every member should realise this necessity, and make a serious effort to come to Birmingham in September. Details of the day's programme have not yet been settled, and suggestions will be gladly received. We shall want some time for conference, and more for social intercourse; we want to increase the number of our acquaintances, and encourage the ripening of friendships. The success which has been the lot of the Association so far should stimulate us to make the first general gathering as good as possible. A really adequate Annual Meeting will carry out our democratic aim in allowing all a voice in management, will give to our work a feeling of unitedness unknown before, will bring the solidarity of friendship and personal knowledge to the Association, and thus foster the spirit of comradeship of which our Constitution speaks. These things cannot be unless each member grasp the fact that he, in his own person, is a factor of success, and refuse to let any preventible cause stand in the way of his attending.

\* \* \* \*

## Libraries for the Blind.

By HENRY STAINSBY.

THE article published in the last number of *The Teacher of the Blind*, contributed by Miss Austin, and entitled "The Case for Federation of Libraries for the Blind," raises so many questions of vital importance to the blind reading community that I feel constrained to reply to it. In doing this I wish it to be distinctly understood that my criticisms are not directed against Miss Austin, than whom no one has worked more assiduously for Libraries for the Blind; nor against the Libraries Committee, who have spent long

hours in discussing this Federation question. My remarks are made with the sole object of directing attention to what I am convinced are the wrong views and methods of the present day, and to direct the thoughts and efforts of workers for the Blind into another and, I believe, right channel.

In reading Miss Austin's article I am struck by the fact that the whole question of "The Case for Federation" hinges, to a large degree, upon the *production of books*; indeed, Miss Austin admits this when she writes, "Chief among them" (that is, the defects of the present Library system) "is the profound ignorance of each library of what the others are doing. This would not matter were all our books stereotyped, since they would then be easily obtainable by all, and so no waste of labour or eyesight would be involved." I agree. Let us therefore examine into our methods of producing books, and having arrived at what may be considered a right conclusion, let us, throwing off the trammels of the past, act upon our present convictions. In the "sighted" world, as in that of the Blind, there are two methods of preparing books, the first being the production of single copies by hand, and the second the multiplication of copies by mechanical means. For many centuries the former prevailed, and for so long were books excessively costly and available only to the rich few, but immediately the printing press was introduced the dissemination of knowledge grew by leaps and bounds, until to-day even the poorest person can obtain for his own use, either by private purchase at absurdly low prices, or through free lending libraries, any and every book he desires to have. Can we of the blind world do better than follow this excellent lead?

Miss Austin pleads, and rightly pleads, for "an increase, a very great increase, in the output of printed books," but she immediately proceeds to discourage the "printing" of all but the popular and much-read book, on the ground that it is "wasteful to print such as are required by every student of English literature once in his life, and then possibly never again." Are there only two or three students requiring the same books, that an edition should be limited to one, two, or three copies? Are there no succeeding generations of students requiring the same standard books? Few (if any) books are so rare that one, two or even three copies are sufficient, and the sale of books of study by The British and Foreign Blind Association confirms this to a surprising degree. It is a moot point whether it is wiser in the interests of the Blind to stereotype valuable books of study and reference, and those by standard authors—books which will be of lasting value—or the popular, ephemeral literature of the present day. But I will not labour this point; my object is to show that all good literature should be stereotyped rather than written by hand.

Miss Austin states that the reading blind community does not number more than 20,000. I should be glad to know the basis of these figures; also whether they refer to the United Kingdom or to other countries also, and if the latter, to which. I do not think it

possible, unless a census be made, to arrive at any reliable figures, and it is therefore safer to use none. Assuming, however, that the figures are approximately correct, they form, in my judgment, a strong argument in favour of printed books. I am of opinion that the blind reading community is much greater than is generally supposed and is, moreover, increasing. It is a fact that English Braille is being more and more read in all parts of the world, and as the English language becomes more widely used so will embossed books from the British press be more and more in demand. It is an interesting fact that the magazines published by The British and Foreign Blind Association are being despatched with a steadily-increasing circulation to France, Germany, Switzerland, Norway, Sweden, Holland, Russia, Italy, Greece, Palestine, India, China, Japan, Egypt, South Africa, Australia, Tasmania, New Zealand, United States of America, Canada, Nova Scotia, and South America.

Let us look at the advantages of machine-embossed books as compared with hand-written copies. (1). They can be produced in unlimited numbers, and the plates stored away ready for use again when needed. (2). They cost from one-seventh to one-fifth\* the price of the hand-made article when the latter is copied by paid blind workers, and even when written by volunteer copyists the time spent upon them has a monetary value which is certainly not less than when the copying is done by the Blind. (3). They are more sanitary because, on account of their comparative cheapness, they can be more frequently renewed. (4). They are lighter and less bulky, because they are embossed on thinner paper and in interpointed Braille. ("David Copperfield" occupies, if machine-made, ten volumes, but if transcribed by hand it extends to fourteen or sixteen volumes.) (5). They are much more accurate, because they are prepared by experts all working together and taking counsel with each other when difficulties arise, as they often do. (6). They can be illustrated by embossed diagrams prepared under expert supervision, such as is scarcely likely to be available among volunteer writers. (7). Their production gives far better remuneration to the Blind.

Several of the foregoing items require amplification, the first being the hygienic value of the machine-made books. It has long been an admitted fact that books of every description may and do form a medium for spreading disease, and books for the Blind are no exception; on the other hand, they are more likely to be receptacles and distributors of disease, as they are handled so much more than books for the seeing. Hand-written books which circulate through libraries carry a greater risk because, being scarcer and kept longer in circulation, they are read more. I have it on the authority of eminent medical men—one being the medical officer of health for a large city—that the risk is very real, and not imaginary as some suppose, especially when the books circulate among the young people

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\*One-seventh if the cost of the plates is not included, and one-fifth if the cost of the plates is spread over an edition of 100 copies.

of our colleges and schools. It is no argument to say that no disease has been traced to books. It frequently happens that disease, especially of the infectious type, defies all efforts to discover its origin. Moreover it is most difficult, if not impossible, to disinfect books, and the only safe plan is to have them destroyed and replaced by new ones ; hence the supply should be *plentiful* and *cheap*.

The earnings of the blind producer require more than a passing statement, because it is constantly urged that the copying of books by hand gives employment to the Blind. My reply is that the remuneration is poor and cannot be increased, because the cost of production of the hand-written book already makes purchase prohibitive. I have statistics which show that the wages earned by the Blind employed by one society worked out at 2*s.* 2*d.* per worker per week, another 2*s.* 6*d.*, and a third 4*s.* I have questioned two of the most expert blind writers I know as to the wage they could earn if they worked consistently at Braille writing by hand, for say eight hours per day and six days per week. The reply was that the wage would not exceed 10*s.* or 12*s.* per week. As a contrast I may mention that the wages of the eight blind employees engaged by The British and Foreign Blind Association in making book plates (which most nearly corresponds to hand embossing) are found to work out at an average of £1 7*s.* 9*d.* per week—a living wage, but not one penny too high. Having established the superiority of machine-made books I would ask, how is it that two of the largest libraries in England, possessing between them nearly 12,000 volumes, never purchase any stereotyped Braille books? I refer to the Manchester and Salford Blind Aid Society and the Home Teaching Society, London.

It has often been stated that a hand-written book can be more quickly produced than a stereotyped book. This is incorrect. I would guarantee to produce 100 copies by the stereotyping process while *one* copy is being made by hand.

But there are other points raised in Miss Austin's article, one being a warning against overlapping. Miss Austin is most anxious that when once a Braille transcription has been made by a sighted volunteer writer, all subsequent copies should be made by the Blind. I think this is carrying matters to extremes, and to prove it I will ask four pertinent questions. (1). Do the Blind make copies of all books transcribed by volunteer writers ; if not, what proportion? (2). How many copies of popular books are made by the Blind? (3). How does the volume of work done by the sighted volunteer writer compare with that of the Blind paid copyist? (4). Is the number of copies of a hand-written book sufficient to meet the reasonable demands of borrowers? I ask questions (1), (2) and (3) because I have reason to believe that the work of the volunteer writer is immeasurably greater than that of the paid blind writer, and if so, it is not possible to produce even one duplicate. The catalogue of the National Lending Library contains 3,994 works in Braille (Music being excepted) made up as follows :—3,785 single copies ; 205 of two copies each, and 4 of three copies each. Several of the duplicated works are abridged, and 26 have been published.

My inference is that a very large percentage of the books in the Library is the work of sighted workers, and that the Blind are doing comparatively little, unless it be that they are spending time on replacing worn-out copies. Question (4) is put because I have often heard complaints from borrowers that they have had to wait an inordinate period before getting the book they required; in some cases they have never received the work, although waiting years for it. The number of copies of books should be proportionate to the number of borrowers, and unless books are available within a reasonable time after requisitioning for them, the library fails in its object. Let us see the length to which this "overlapping" bogey may be carried. We will take an extreme case first. The National Lending Library has, I understand, 6,600 readers. One copy of a popular book is added which is asked for by every reader. The first receives and retains it for the statutory month; the last will get it in 550 years: in other words, his descendants of the 18th generation can claim the book unless ousted by the intervening generations. Let us now take a more reasonable estimate, and assume that only *one in every three* of the library's members requires the book, of which there are six copies in the library—a position of affairs which does not obtain in the National Library. The last reader will obtain it in 32 years! If only *one in six* of its readers asks for it, and there are *twenty* copies\* available,  $4\frac{1}{2}$  years would elapse before the last would get a copy. It is true we want *variety* in our libraries, but variety is a *failure* if *quantity* is lacking. I think that most people would prefer to have a small selection of books and an adequate number of copies of each, so that there is a likelihood of receiving what is asked for, rather than a great variety of books and a few copies of each, with little prospect of obtaining what is wanted. It seems to me that so long as hand-written books preponderate, that library will be doing best work which has the smallest number of readers. The Federation Scheme will surely make matters worse. What is the use of federating when each library cannot meet the calls made upon it?

There is a strong tendency in Miss Austin's article to promote production by hand instead of by the embossing press. Here I am at issues with her, and indeed with the Libraries Committee appointed by the last Conference, whose scheme for federation is in the same retrograde direction. When books for the Blind were first produced, copying by hand was a necessity, and was rightly promoted; but as the embossing press, with its ever-increasing stores of book plates, advances, hand-writing should take a second, and not a first position, *although there will always be a most useful, and indeed necessary, place for it.*

The attention of all who are interested in the Blind should be directed *mainly* to fostering book-production by machinery. I cannot

\*Twenty copies of a one-volume book would cost, if made by hand, £19 10s. 0d.; if produced by the embossing press they would cost £13 0s. 0d., including the cost of plates. Subsequent copies by the former process would cost 19s. 6d. each, and by the latter 3s. each.

but feel that if the great and noble army of volunteer writers knew the possibilities of the embossing press they would rather give of their means to promote its usefulness than toil laboriously year after year with the poor reward of making only single copies. To impress the value of the embossing press upon my readers I may mention that those of The British and Foreign Blind Association are capable of turning out 6,000 pages of Braille per hour. Last year 161,919 books, magazines, newspapers, etc. were produced, including one large volume of a new work every week. With new premises and larger funds this output would be enormously increased. The number of blind writers should not be increased, as the Libraries Committee recommend, but the number of stereotypers should, and they could be drafted from among the blind copyists, many of whom are exceedingly accurate workers. Again, much time and, if necessary, money, should be devoted to what I may term research work in book production. Science advances mainly by this means, men devoting their whole lives to investigation, experiments, etc. Why should not something be done on these lines so that books for the Blind may be *improved, cheapened and multiplied*?

So much for advice as to the future, but the present, with its stores of manuscript books, must be dealt with, and the best possible use made of the material at our command. How is this to be done? To me it seems scarcely necessary that expensive machinery should be set up, when the only pressing need is the knowledge that certain rare and valuable books can be obtained on sale or loan from their owners. This need could be met by the publication of a list of libraries, institutions, societies and individuals owning copies of these valuable books, with a brief intimation as to what the books are and the terms upon which they can be obtained. Intending borrowers could then apply to each in turn (commencing with the most likely ones) until the required book is found. Another method would be for the borrower to make known his needs through the magazines. But perhaps the best way of making these books accessible would be for the National Lending Library to keep a catalogue of them (on the card system) making a small charge for giving the information. A borrower could then get into direct touch with a lender and the loan be thus effected.

I venture to suggest that the following ideals should be aimed at:—(a). Book production by the embossing press. (b). An adequate supply of copies of each work in the lending libraries circulating them. (c). The destruction and replacement of books after a given amount of use. (d). The establishment, in every public library from which books for the Blind are circulated, of a *permanent collection* of books of reference and study. Where possible a smaller collection of similar books should form a permanent library in the home of the blind reader.

I was sorry to observe that Miss Austin gives no word of encouragement as to the acquisition of books to form private libraries. Surely every effort should be made to furnish a blind

person's home with as many useful books as it can accommodate. There are many books which, although they should be included in the Libraries' Catalogues, should be found in every home. What would the home of a sighted person be without its collection of books? The situation is unthinkable.

I am glad to notice how Miss Austin urges her plea for fresh literature in our Schools for the Blind, and I hope it will bear fruit. Not only is it highly desirable that fresh books of the library class should be introduced month by month, but it would be well if more of our schools used—at least occasionally—current magazines as class reading books. To be confined to a particular reading book for many months at a time must give children a distaste for reading, instead of creating a thirst for it.

\* \* \* \*

## Towards Uniform Type.

**A**FTER a journey of 10,000 miles through the United States, Miss Howard and Mrs. Fowler, the investigating members of the Uniform Type Committee of the American Association of Workers for the Blind, have included Great Britain in the circuit of their research, and added 5,000 miles to the stupendous stretch of their investigations. When Americans take a job in hand all previous records go by the board. Not even at the Olympic games has a stop watch been checked and started so often, and Ossa would need to be piled on Pelion to outweigh the mighty aggregate of dots that have been glibly traversed by the fingers of their myriad subjects. Yet even the toil of the experiments is trifling compared to the tedious burdensomeness of the work still to do—the arranging, comparing and tabulating that face the indefatigable Committee before the monumental results are published, and a new record created in the statistics of Braille. That these will be both interesting and instructive goes without saying. They will give the weight of figures to one side or the other in many a disputed point, and prove a standing guide to the system-makers of the future. The time when the present deplorable competition will give way before the advent of the universally-adopted and perfect system is one towards which we all aspire, and the gratitude of the blind world is the least tribute which it can pay to those who, like Miss Howard and Mrs. Fowler, have with inexhaustible patience and resolution given their labour ungrudgingly to hasten that golden age.

The following outline of Investigation of the above-mentioned Uniform Type Committee may be of interest to our readers. Experiments in reading and writing to gather evidence on the following questions :—

1. What dot system now in use is most easily read? (The 100 series of tests.)
2. Are characters of few dots easier to read than characters of many? (The 200 series of tests.)

3. Are characters similar in shape more easily read if placed vertically in a three-level line or horizontally in a two-level line? (The 300 series of tests.)

4. What characters in each system are most easily read by the readers of that system? (The 400 series of tests.)

5. Are characters which are similar except for position in the line a hindrance in reading? (The 500 series of tests.)

6. What kind of contractions facilitate reading? (The 600 series of tests.)

7. What method of capitalization involves least extra labour in reading? (The 700 series of tests.)

8. What size of type is most easily read?

9. What spacing is most desirable? (The 900 series of tests.)

10. What bearing does writing with a stylus and with a machine have on the type question?

11. Are characters three points long and three points high practicable? Also fourth base characters, horizontal or vertical?

12. What evidence is given by æsthesiometric tests regarding the best distance between dots, and size and kind of type.

13. What is the best position of the fingers in reading?

14. What is the relative frequency of letters and letter-groups in English?

15. How will the revised spelling influence this frequency, and what bearing has this on the type question?

16. What bearing does the frequency in other languages have on the type question for the English language?

17. What bearing has economy in space on the type question?

18. Are the needs of adults as to type different from those of school pupils?

## Notes.

THE following are the names of the candidates who gained the Diploma of the College of Teachers of the Blind at the Examination held at Elm Court in the beginning of last month. The names of the subjects indicate those in which the candidates gained Honours.

Fricke, Wilhelmina D. : Practical Teaching ; History of the Education of the Blind.

Halpin, Dora.

Hodgson, Norah ; Theoretical Braille ; Arithmetic.

Lyons, Catherine : Arithmetic.

McCarthy, Mary.

Phillips, Reginald C.

Plant, Ethel M. : Theoretical Braille ; Arithmetic.

Sellers, Edith C. : Theoretical Braille.

Thomas, Gladys : Theoretical Braille ; Practical Braille ; Physical Training and Recreation for the Blind.

Webster, Louie C. : Practical Teaching ; Kindergarten Occupations.

\* \* \* \*

ALL communications for the July issue should be sent not later than June 14th to the Editor, "Teacher of the Blind," c/o The British and Foreign Blind Association, 206, Great Portland Street, London, W.

## B. & F. B. H. Publications.

### *In Preparation.*

**Idylls of the King**, by LORD TENNYSON. In 3 vols., large size, interpointed, price 2s. 9d. per vol. (By kind permission of Messrs. Macmillan & Co.)

**Hymns Ancient and Modern**. Small size, interpointed (8 vols. and index). Price 2s. 3d. per vol. (*Vols. I., II. and III. now ready.*)

**The Scripture of Truth**, by SIDNEY COLLETT. Large size, interpointed, 3 vols. Price 3s. each vol. (By kind permission of the Author.)

**History of the English Bible**, by JOHN BROWN, D.D. Large size, interpointed, 1 vol., price 3s. (By kind permission of Cambridge University Press).

**Bacon's Essays**, with Notes and Glossary (antique spelling). In 4 vols., large size, interpointed. (Vols. I. and II. now ready, price 3s. 6d. each).

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. (Vol. I. *now ready*, price 3s. 3d.).

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. Large size, interpointed. (By kind permission of the Cambridge University Press).

### *Now Ready.*

#### IN LETTERPRESS:—

**Æsop's Fables in Black-dot Braille**.—The Selection of the above which has appeared in the *Braille Review* has been reprinted in pamphlet form. This should prove very useful for sighted teachers and friends of the Blind who are learning Braille, and who find the reading of embossed Braille dots trying to the eyes. Price 3d., post free 4d.

Published by the aid of the Embossed Scientific Book Fund:

**Botany**: The Modern Study of Plant Life, by M. C. STOPES, D.Sc., Ph.D., F.L.S. Large size, interpointed. Price 2s. 6d. (By kind permission of Messrs. T. C. & E. C. Jack, 67, Long Acre, W.C.)

**An Introduction to Mathematics**, by A. N. WHITEHEAD, Sc.D., F.R.S. (Home University Series). In 2 vols., large size interpointed. Price 2s. 6d. each vol.

**Story of a Red Deer**, by the Hon. J. W. FORTESCUE (in Grade I.) character slightly larger than the usual. In 2 vols., large size, interlined. Price 3s. per vol. (By kind permission of Messrs. Macmillan & Co.)

**Mr. Midshipman Easy**, by Capt. MARRYAT. 4 vols., large size, interpointed. Price 3s. each vol.

**Parliament, its History, Constitution and Practice**, by Sir COURTENAY ILBERT, K.C.B., K.C.S.I. 2 vols., large size, interpointed. Price 2s. 6d. each vol.

**Poultry Notes**, consisting of four pamphlets issued by the Board of Agriculture and Fisheries (reprinted from *Progress*) price 10d. post free 11d.

**Perspective** (reprinted from *Progress*), with Diagrams. Large size, interpointed, paper covers, price 1s., post free 1s. 1d.

**By the Highway Side, and other Poems**, by Miss M. E. FARRELL. Intermediate size, interpointed, price 1s. post free.

B. & F. B. A. PUBLICATIONS—(continued.)

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- Postlude in E $\flat$** , by HENRY SMART (No. 22, Original Compositions for the Organ). Price 6d., post free 7d. (By kind permission of Messrs. Novello & Co.)
- Analysis of Schuman's Symphony in E $\flat$** , by Sir GEORGE GROVE. (Reprinted from the *Braille Musical Magazine*), price 9d., post free 10d.
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- Nos. 10 and 12 of Choral-Vorspeile for Organ (52)**, by MAX REGER, Op. 67. Price 3d., post free 4d. (By kind permission of Messrs. Bote and Bock).
- Grâce**, Etude Mélodique, by C. MAYER, Op. 149, No. 5. (Edited and fingered by GORDON SAUNDERS, Mus. Doc., Oxon.) Price 3d., post free 4d. (Publishers, Messrs. A. Hammond & Co.)
- Trois Impressions for the Organ**, by SIGFRID KARG-ELERT, Op. 72:—No. 1, *Harmonies du Soir*, price 4d., post free 5d.; No. 2, *Claire de Lune*, price 3d., post free 4d.; No. 3, *La Nuit*, price 4d., post free 5d. (By kind permission of Messrs. Novello & Co.)
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- Grammar of Esperanto**, by A. J. ADAMS. New and enlarged edition, printed in Braille and Letterpress, one side only. Price 9d., post free 11d.
- Key Words of the Bible**, by A. T. PIERSON, D.D. Large size, interpointed. Price 3s. (By kind permission of Messrs. Hodder & Stoughton).
- New Testament in Modern Speech**, Dr. WEYMOUTH'S translation, large size, interpointed:  
     **St. Matthew**, 2 vols., price 2s. 3d. each.  
     **St. Mark**, 1 vol., price 2s. 6d.  
     **St. Luke**, 2 vols., price 2s. each. (*In preparation*).

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Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."



THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
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No. 7.

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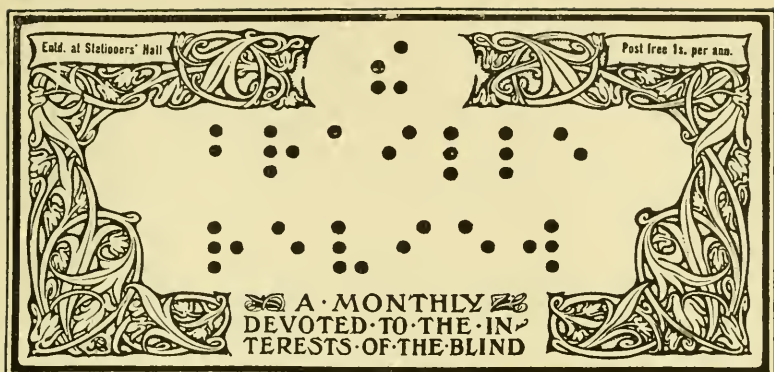
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VOL. XI.

JULY, 1913.

No. 7.

## Trading Departments of Institutions for the Blind.

By W. H. THURMAN,

General Superintendent and Secretary, Birmingham Royal  
Institution for the Blind.

*(Continued from last month.)*

**BAD DEBTS.**—The losses from this cause should be closely reviewed. Doubtless, credit is indispensable, but should be liberally given only when the greatest confidence exists. Losses may be kept at a very low point by careful study and a strictly private enquiry. The day has vanished, and rightly so, for large business concerns to give unconditional credit. To-day the successful trader turns over his capital much more often than he did even ten years ago. More alertness is necessarily displayed. Customers have very peculiar ideas as to the payment of accounts—indeed, some have no ideas at all, and pay when and how they will, unless forced to do otherwise.

A good method of dealing with new customers is to treat them on the “doubtful” side, when orders are sent and credit is required for amounts exceeding £2 in value, until enquiries prove that all is in order. Subscription to a Private Enquiry Agency is helpful and amply repays the fee. A “Black Book” is useful, and those who unduly delay settlement of accounts should be promptly and judiciously dealt with. It is rare that extreme measures have to be taken at the Birmingham Institution by appealing to a County Court, but I am one of those who believe that a threat to do so should not be issued unless it is carried out.

This question has received most careful consideration, and on going into the figures I find that the percentage of bad debts to turnover at the Birmingham Institution is about 2s. to every £100 of business transacted.

Sympathy with customers' inability to make payments should be judiciously exhibited. This is a very important factor and acts in more than one direction.

**PURCHASES.**—There is no department that contributes more to the success of a business than the one governing the purchase of materials, stock and supplies. It is of paramount importance, and calls for the greatest care and judgment in organization and management. Certain it is that to buy successfully it is necessary to be well acquainted with markets, to possess a great deal of technical knowledge and tact, and also to have the courage to say "yea" or "nay" at the right moment. By exercising vigilance in issuing orders the item "Goods purchased" appearing in the balance sheet at the end of the year will show a reasonable figure, but if laxity exists the opposite effect will assuredly be the result. A good plan is for a requisition sheet, book, or card to be kept by the heads of departments. This should be submitted to and approved by the Superintendent before orders are issued, and should apply to small requirements as well as to costly ones.

The cost of production while the work is in progress mothers the profits. If goods are not obtained at the lowest possible rate the children of "cost of production" are bound to be unhealthy. Personally I should like to see a system introduced whereby all Institutions could purchase materials from one and the same source; thus the advantage should be great. What is there to prevent firms of high repute being invited to tender for deliveries to any part of the country of all the materials needed by Institutions? Combination in regard to purchases is most desirable. The suppliers would welcome such a proposal, realizing as they must that orders from Institutions are valuable assets because of the certain and prompt payment of accounts. To my mind it is certainly not unreasonable to anticipate lower prices for the quantities it would be possible to order under such an arrangement. Discounts for prompt payments should be embraced, and a reliable staff engaged to check and prepare accounts. Railway accounts need special attention, and the freightage checked immediately goods are received. Experience proves that in many instances weights are inaccurately recorded by Railway Companies.

Wherever it is possible, materials and goods should be purchased from blind people who are in business for themselves, always provided that the price and quality are equal to those for goods obtainable elsewhere.

Records of purchases should be kept. They are of great value, and are reviewed in Birmingham monthly. Separate records of purchases of factored or manufactured goods should also find a place in the office.

**COSTING.**—I have already referred to "cost of production," and repeat that while goods are being made the cost of production "mothers the profits." Satisfactory results will follow an efficient system of costing. What is the meaning of "an efficient costing system?" Briefly summarized, it is a printed form, preferably the

card system, carefully prepared and showing the following particulars :—Name and address of customer ; date order was received ; description of goods ordered ; cost of materials ; wages paid ; prime cost ; dead charges in producing ; selling price ; profit on cost ; profit on returns. There should also be similar cards giving particulars as to manufacture, such as—purchasing record ; manufacturing record ; customer's record. The back of the cards could be used for special notes.

The individual responsible for posting particulars should be capable, keen, reliable and confidential. In other words, he should possess the necessary qualities required for a post as private secretary. In addition he should be a real live encyclopædia on matters relating to purchases and sales. Such clerks exist, but command good salaries ; they should receive adequate remuneration—it pays !

In close relation to costing is the consumption of gas and water. Meters should be examined weekly, and when necessary the readings taken more frequently.

The foremen of the various departments should be constantly watchful, to prevent waste in materials issued and in those used. As workers are employed at piecework rates, it is desirable for materials to be weighed when handed to them. It must be acknowledged that there is necessarily a deal of waste in materials in our shops in consequence of the affliction of the workers, but this can be reduced to a minimum by weighing out and sorting materials. There are difficulties in this direction, but they are not insurmountable. The majority of people can solve an easy problem, but the greater the difficulty the sweeter the triumph. To remain in an antiquated groove may be convenient at times, but it is not business.

Again, a keen eye should be kept upon the postage and telephone accounts. Invoices should be issued promptly, and not several days after the goods have been delivered. Accounts should be rendered monthly and punctually, and what is more to the point, the whole of them should be reviewed at least once a month.

**DEAD CHARGES.**—These exist in every business, in direct and indirect form, but probably more so in trading departments of Blind Institutions. They should not be overlooked when fixing selling prices. In making this statement I am mindful that it is a very difficult task indeed to obtain work for the Blind all the year round.

Dead charges are classified as follows. **DIRECT**—Printing and stationery ; rent, rates and taxes ; fuel, light and cleaning ; repairs ; postages ; telephones ; travelling expenses ; freightage ; carriage ; stabling and vans ; gas engines ; etc., etc. **INDIRECT**—Wages for superintendence ; management and clerical staff ; canvassing ; van travellers. The percentage of "Dead charges" relating to the above classification may be said to vary according to the department. For instance, the delivery of baskets and chairs calls for more time and van space than is the case with brushes, mats, or knitted goods. It follows, therefore, that a greater proportion of van expenses or carriage should be charged to the Basket Department. Another

instance : there is very little delivery necessary in the Boot Department at Birmingham, because of the simple fact that the boots made and repaired are for our own pupils. Consequently the percentage of dead charges is particularly small in relation to van expenses or carriage.

The postages, stationery and telephones, also the salaries of the Trade Manager, Traveller, Clerks, etc., etc., should be apportioned according to the ratio of the amount expended or time given under these respective headings to the department concerned. These items should be reviewed annually and adjusted where necessary.

Wages, being paid at piecework rates, should undoubtedly be regarded when fixing the selling prices. Primarily, piecework rates depend upon the time occupied in executing a certain quantity of work, but it must not be forgotten that time has been expended in the oversight of that work, therefore the administrative expenses incurred are proportionate to the wages paid, and not to the prime cost, which is really wages paid and materials used. It is evident that the value of the materials used does not affect the actual expense of the manufacture of goods, wages being regulated and the value of materials varying considerably. The "dead charges" should therefore be estimated on wages paid. Let us take the concrete case of bass brooms, made of Bahia bass at 56s. per cwt. and contrast some similar brooms of African bass at 37s. per cwt. The cost of production—that is, workmen's wages and dead charges, are practically the same. Such being the case it is obvious that the principle would be wrong if the same percentage of dead charges were put on the total of wages and materials (prime cost) in both instances. Again, in mat-making, consider the different qualities of mats. The materials used vary greatly in value. So do the wages. But a worker does not spend so much time making a second or third quality mat as he does in making one of the best quality. These points are of vital importance in costing.

*(To be continued.)*

\* \* \* \*

## Sale of Work.

**M**RS. M. WOOD, 16, Schubert Road, East Putney, is holding a Sale of Work in the coming autumn on behalf of The British and Foreign Blind Association, the proceeds of which are to be devoted to the Rebuilding Fund. If any readers can assist in any way by gifts of saleable articles, materials, or donations towards the purchasing of materials, Mrs. Wood will be extremely grateful.

\* \* \* \*

**Scholarships.**—The Examination for Gardner Trust Scholarships, tenable at the Royal College for the Blind, Upper Norwood, S.E., will be held from the 5th to 7th July inclusive. For particulars apply to the Principal.

\* \* \* \*

**Important to Superintendents, etc.** of Institutions for the Blind. **PUPILS' PROGRESS BOOKS** for use in Schools for the Blind can now be obtained from the Association. Sample submitted on application.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

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VOL. I.

JULY 1st, 1913.

No. 7.

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## Federation of Libraries for the Blind.

By K. C.

A WORD of apology is certainly due to readers of *The Teacher of the Blind* from the person who reverts to a subject which has already been discussed by experts in two successive numbers of this magazine. My excuse for so doing rests upon the fact that the previous writers, while they differ widely in opinion, are yet alike in this respect, they both approach the question from an administrative standpoint, and leave untouched certain more remote aspects of it which are, nevertheless, of the utmost importance, and deserve the attention of every teacher who takes a fundamental interest in his work. I may perhaps be pardoned, therefore, if I call attention to one or two points which appear to me to affect the problem in hand, particularly in its relation to the younger generation now growing up in our schools.

The decision as to how we can best use and develop our libraries depends largely on the way in which we regard the unit of the library, the Braille book, the Braille volume as it at present exists. The most obvious feature of the Braille volume is undoubtedly its bulk. It shares this distinction with Sir John Falstaff, and, like him, is frequently "the cause of wit in others," not, be it noted, in those who are obliged to use it. Were this defect of size a source of inconvenience merely, it would not be worth dwelling upon here; unfortunately, however, it has a far more serious significance, and one which every thoughtful teacher will immediately recognise.

It is a leading principle of the kindergarten system of education that the child's sense of proportion and value shall be preserved by a careful adjustment to his size and strength of all the apparatus that he is required to use. He is not to be unnerved by an exaggerated sense of the magnitude of the task set before him, nor flattered by a correspondingly exaggerated sense of achievement when the task is accomplished. Difficulties are not to be imposed from without, but should arise in the natural course of healthy development, and stimulate him to reasonable effort. His chair and desk, his pictures and "gifts," every detail is regulated by this law, and his small "readers" follow each other in quick succession, each bound in a different colour, to add a touch of novelty and pleasure to the work. Unhappily for the blind child, this principle is reversed in his case

from the day when a Braille volume is first opened before him. Not only is there a total lack of proportion between his own size and capacity and the size of the smallest Braille primer, but there is a further and more mischievous discrepancy between the size of the book and the scope of its contents. The result of this double incongruity is that both the effort demanded and the consciousness of effort registered in the child's mind, far exceed his actual progress in knowledge or skill.

The size and weight of his book, the length and breadth of the pages traversed by his fingers, the number of those pages as he slowly turns them, these things make their ineffaceable impression upon him, and through that impression, as through a microscope, he sees his achievement magnified; even as an author frequently values as his best work the composition which has cost him the most trouble. Week by week the process continues, and the child is led further and further away from the standards of the sighted world about him; till the very book with which that world has taken such pains to provide him becomes in fact the type and symbol of all that is tragic, abnormal, and grotesque in blindness.

By the time the child reaches maturity his point of view is confirmed, and little further harm can be wrought in that direction. There are, however, many who lose their sight in youth or manhood, and upon them, too, the enormous disparity between the Braille and the printed book exercises its paralyzing influence.

The sighted man can now obtain almost any book in an edition that will slip into his pocket; the blind man must accustom himself to the phenomenon of a single novel—"David Copperfield" has elsewhere been cited—published in ten large volumes, containing collectively fifteen hundred pages, and weighing between twenty and thirty pounds. Is it possible that his estimate of such a book, supposing that he reads it for the first time in this form, can be just or normal? I believe that a man compelled to confine his reading entirely to Braille must inevitably lose his flexibility of mind and his sense of proportion. It may be objected that Dickens' books are exceptionally long, but there is in the style of most of our great writers that exuberance and leisureliness which characterise his work. Carlyle's books are long, so also are those of Macaulay, Froude, Scott, Meredith, and Mr. Arnold Bennett, to say nothing of such isolated masterpieces as "The Adventures of Don Quixote," "Lorna Doone," "The Cloister and the Hearth," and Boswell's "Life of Johnson." To abridge such works is to do violence to the authors; to present them to the reader in ten volumes is to make him feel as Mark Twain did in the spacious rooms of Hampton Court—"like a weak solution of himself."

It follows, then, that those who entertain the highest hopes of progress in the blind world must do so in the belief that the Braille system as it at present exists is at a very early stage of its development. Fortunately there are good grounds for this belief. The ingenuity which originated the system, and the skill with which it

has been applied and modified, prove that intellect of no mean order has been devoted to it in the past, and the investigations now being made by the Uniform Type Committee lead us to anticipate further improvements in the near future. It may be that an entirely new system will be invented, the application of which will demand much labour from those who publish books for the Blind and those who teach ; or it may be, as is more probable, that a radical modification will take place both in the size, formation and arrangement of the Braille characters. In either case, our essential concern is that we should be ready to support the reform in a liberal spirit and with scientific patience, and to discard without hesitation or reserve all preconceived theories and personal prejudices that may hinder the work. We need sometimes to recall the fact that hearty co-operation in new schemes for the future does not imply disloyalty to the past ; a living poet indicated the logical attitude when he wrote—

“ And I count him wise  
Who loves so well man’s noble memories,  
He needs must love man’s nobler hopes still more.”

With the possibility of important changes before us, there is surely little room for controversy as to the respective merits of stereotyped and hand-written Braille. It seems probable that while the stereotyping process will lead the way in enriching our libraries and homes with new books, transcribers will be more than fully occupied in copying into the latest form of Braille, books written in a style which has become obsolete. Already our libraries contain many books written in “ old style ” which should be transcribed into “ revised Braille,” the original copies being reserved for the use of those who are more accustomed to the old style. By this means only can we hope to preserve any measure of uniformity in our libraries during a period of transition, and for this reason, if for no other, I think that federation would be a wise and profitable step. We are told of libraries so unfortunate that they are obliged to take what work they can get, however bad it may be, and of others so well equipped that they can afford not only to demand a high standard of work, but to train and superintend the transcriber. If federation were effected, the richer library might give help in the poorer centre by supplying fresh copies of outworn or imperfect books.

To the borrower the idea of federation presents itself in a most favourable aspect, as it would place him on the same footing as a subscriber to Mudie’s Library, inasmuch as membership of one branch would entitle him to borrow any book possessed by the united libraries. A work which he had asked for in vain in London might be available at the moment in Edinburgh, and he would thus be spared many months of irritating delay. The publication of a common catalogue would enable him to ascertain exactly what books are published in Braille, and upon that knowledge to frame for himself some course of study, whilst the man isolated in a country district would have opportunities equal to those of the Londoner.

I have direct evidence that the Blind themselves are ready for federation, and would be only too glad to lend their books were the

chance offered them. I receive regularly the Braille edition of the *Mail* from a person whom I only know slightly, on the condition that I pass it on in my turn, and I have also had offers of books and magazines from others.

We are unwise if we do not encourage this spirit of helpfulness and interest by concentrating it upon some direct and practical object.

But above all I believe that the federation of our libraries might be useful as a means of initiating a similar movement among the blind societies, whose various activities would then become parts of a coherent and concerted whole. Co-operation will in the future achieve what isolated and competitive effort has failed to do in the past, because a clearer apprehension of the objects for which we strive will simplify our methods and absorb our prejudices, and we shall then be able to offer to those for whom we work results commensurate with the time and energy that we expend in their service.

\* \* \* \*

### Notes.

MEMBERS will be delighted to hear that A. W. G. Ranger, Esq., M.A., D.C.L., has graciously consented to become a Vice-President of the Association. We are already much indebted to The British and Foreign Blind Association, and by securing its Chairman on our list of Honorary Office Bearers we have added very materially to that debt.

\* \* \* \*

THE Committee of the Association of Teachers of the Blind met in London on Saturday, 24th May. All the members were present except Mr. Stone, who was prevented from attending by a previous engagement. The treatment of the Feeble-minded Blind was discussed in connection with the Bill for the Mentally Defective now before Parliament, and resolutions embodying the policy of the Association unanimously agreed to.

The Programme for Saturday, 13th September, was also dealt with, and all local arrangements left in Mr. Robinson's hands. Several other important matters also came under review.

\* \* \* \*

AN interesting series of experiments is being made in Sunderland, in the showing to blind children some of the instructive contents of the Municipal Museum. The warm-heartedness with which this matter seems to have been taken up by the Museum management ought to encourage schools in other parts of the country to aim at more of this observational work. The collection of Natural History specimens to be found in most schools for the Blind can rarely hope to be anything but meagre, and it would be of immense value to blind children to have opportunities of study in a really good collection. The grotesque notions which the average blind child has of the size and shape of lions and crocodiles, or even of cows and sheep, need

no amplification here, and most teachers will hail with delight the prospect of getting their pupils in touch with full-sized specimens, instead of the usual hopelessly inadequate and misleading nine-inch models.

\* \* \* \*

THE arrangements for the Annual Meeting in Birmingham on the 13th September have been carried a stage further. Saturday morning is to be devoted to a visit to the Kindergarten at Harborne. The meetings will begin at 2 o'clock, and the first item is the Chairman's address. This will be on some broad educational topic, and discussion will be invited. The Business Meeting will start at 3 o'clock, and it is intended to have an extensive agenda, so that members may find opportunities for full expression of opinion on any part of the Association's aims, methods, or policy.

\* \* \* \*

ALL communications for the August issue should be sent not later than July 14th to the Editor, *Teacher of the Blind*, c/o The British and Foreign Blind Association, 206, Great Portland Street, London, W.

\* \* \* \*

## Correspondence.

48, Hungerford Road, N.

DEAR SIR,—As a member of the Conference Sub-Committee on the Federation of Libraries, and having attended each meeting of the same, I should like to assure you that nothing has been said in any way tending to discourage the production of stereotyped Braille books; by all means give us as many books with the beautiful dots of *Progress*, etc., as possible, and, with a few obvious exceptions, by all means induce every library committee to purchase them first before manuscript books, but you in your article admit that there will always be a most useful and necessary place for the latter. It is an enormous pity that any idea of antagonism between the production of stereotyped and manuscript books has arisen; of course you do not dream of the libraries, federated or singly, producing stereotyped books themselves, that is surely better left to the publishing houses already helping us in that way, but I think they might reasonably be represented on a federation committee, in order that, benefiting by the gathered information, they could decide what best to proceed with next.

You also agree that the Universal Catalogue on the card system would be good, but differ from us by thinking the National Lending Library could do the work.

1. I think you have not considered the extent of such a work.
2. The Committee of the National Library may or may not be willing to add that to their already large enough work.
3. A work which is for the good of members of all libraries should be undertaken by an office staff that is supported by all the libraries.

With regard to home libraries, not one per cent. of the Blind can ever hope to have room to store such; apart from the cost even at "3s. per volume," it must always be cheaper to have a print library, and pay a reader or use the services of a friend.

May I again attempt to lay another ghost (an old misapprehension): the National Library at Bayswater can no more send its two copies of "Bleak House" to Lancashire, than Liverpool send its copy or copies of "David Copperfield" to London; such works are wanted in duplication everywhere (and might possibly be stereotyped), but in every library, print or Braille, public or private, there are volumes that (although good and valuable) spend a large part of their existence on the shelves, and it is these we wish used to their utmost, and worn out by use before they become obsolete by the passing of years.

In the Borough of Islington we have three branches of the public library (we are ultimately to have five); some books are duplicated in all three, some are singly in all three, some in two or only one of the three; now if a reader connected with the northern branch wants a book that is only in the western branch he can go off to the said branch and get the same, providing of course it happens to be in; this is not exactly federation, as the three were started not at the same time but by the same committee or their successors, but the advantages secured by the reader of Islington, we want conferred on the Blind of Great Britain. Yours faithfully, H. ROYSTON.

\* \* \* \*

Home Teaching Society, 53, Victoria Street, Westminster.

DEAR SIR,—In the June number of *The Teacher of the Blind* Mr. Stainsby, in an Article on "Libraries for the Blind," asks "How is it that the Home Teaching Society for the Blind, London, though one of the largest libraries in England, never purchases any stereotyped Braille books?"

The answer is a very simple one—It never has the money to make such purchases. Its Braille Section of over 2,000 volumes is dependent on the goodwill and energies of its band of voluntary transcribers, and on the voluntary helpers, who sew and bind the books after they have been written. The production of each Braille volume costs the Society nothing more than the expense of the materials used in the binding, not even the paper on which the Braille is written.

All monies subscribed to the Society are spent in:—

1. Supplying a regular income to blind men, by employing them as teachers, visitors, and colporteurs;
2. In purchasing Moon books;
3. In the administration of the Society's affairs.

The Society exists for the purpose of providing teachers and books gratuitously, therefore as long as it is able to obtain its Braille books at literally no expense, it is not justified in spending the money entrusted to it in the purchase of stereotyped ones, when blind men, capable of being employed, are searching vainly for work, and the number of Blind needing the Society's help is still on the increase.

M. AINSWORTH GILBERT, *Secretary*.

## THE BIRMINGHAM ROYAL INSTITUTION FOR THE BLIND.

In consequence of a Resident Assistant Master entering the Birmingham University, the Committee require the services of a **Sighted Non-resident Assistant Master** for September 1st. Commencing salary £70 per annum, plus dinner and tea on school and duty days. The successful candidate must satisfy the Board of Education requirements applicable to Schools for the Blind by holding a qualification under Schedule 1 (c) of the Code. Previous knowledge of teaching the Blind not essential, but preference will be given to candidates possessing such experience. Certain supervision duties to be shared with two Resident Assistants.—Form of Application (to be returned not later than July 11th) and list of duties may be had from

W. H. THURMAN, *General Supt. and Secretary.*

## THE BIRMINGHAM ROYAL INSTITUTION FOR THE BLIND.

The Committee require the services of a sighted **Resident Assistant Mistress** for the Queen Alexandra Kindergarten Branch, Harborne. Accommodation for twenty boys and twenty girls. Supervision duties to be shared with Head Teacher and non-resident Assistant. Modern building; healthy situation. Nine weeks holiday during year. Previous knowledge of teaching the Blind not essential, but candidates must satisfy the Board of Education requirements applicable to Schools for the Blind by holding a qualification under Schedule 1 (c) of the Code. Preference will be given to those holding the Fröbel certificate. Commencing salary £40 per annum, plus board, lodging, laundry, etc.—Form of Application (to be returned not later than July 11th) and list of duties may be obtained from

W. H. THURMAN, *General Supt. and Secretary.*

**ROBERT COOPER** (blind), 49, Cumberland Haymarket, Regent's Park, N.W., sells **Cocoa Mats**, 30-in. by 18-in. at 1s. each; and 42-in. by 24-in. at 2s. each. Orders will be welcomed.

## B. & F. B. H. Publications.

*In Preparation.*

**Idylls of the King**, by LORD TENNYSON. In 3 vols., large size, interpointed, price 2s. 9d. per vol. (By kind permission of Messrs. Macmillan & Co.)

**Hymns Ancient and Modern.** Small size, interpointed (8 vols. and index). Price 2s. 3d. per vol. (Vols. I-V. *now ready.*)

**The Scripture of Truth**, by SIDNEY COLLETT. Large size, interpointed, 3 vols. Price 3s. each vol. (Vols. I. and II. *now ready.*) (By kind permission of the Author).

**Bacon's Essays**, with Notes and Glossary (antique spelling). In 4 vols., large size, interpointed. (Vols. I. and II. *now ready*, price 3s. 6d. each).

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. (Vol. I. *now ready*, price 3s. 3d.).

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. Large size, interpointed. (By kind permission of the Cambridge University Press).

IN LETTERPRESS :—

**Æsop's Fables in Black-dot Braille.**—The Selection of the above which has appeared in the *Braille Review* has been reprinted in pamphlet form. This should prove very useful for sighted teachers and friends of the Blind who are learning Braille, and who find the reading of embossed Braille dots trying to the eyes. Price 3d., post free 4d.

Published by the aid of the Embossed Scientific Book Fund :

**Botany :** The Modern Study of Plant Life, by M. C. STOPES, D.Sc., Ph.D., F.L.S. Large size, interpointed. Price 2s. 6d. (By kind permission of Messrs. T. C. & E. C. Jack, 67, Long Acre, W.C.)

**An Introduction to Mathematics,** by A. N. WHITEHEAD, Sc.D., F.R.S. (Home University Series). In 2 vols., large size interpointed. Price 2s. 6d. each vol.

**History of the English Bible,** by JOHN BROWN, D.D. Large size, interpointed, 1 vol., price 3s. (By kind permission of Cambridge University Press).

**Story of a Red Deer,** by the Hon. J. W. FORTESCUE (in Grade I.) character slightly larger than the usual. In 2 vols., large size, interlined. Price 3s. per vol. (By kind permission of Messrs. Macmillan & Co.)

**Mr. Midshipman Easy,** by Capt. MARRYAT. 4 vols., large size, interpointed. Price 3s. each vol.

**Parliament,** its History, Constitution and Practice, by Sir COURTENAY ILBERT, K.C.B., K.C.S.I. 2 vols., large size, interpointed. Price 2s. 6d. each vol.

**Poultry Notes,** consisting of four pamphlets issued by the Board of Agriculture and Fisheries (reprinted from *Progress*) price 10d. post free 11d.

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**Key Words of the Bible,** by A. T. PIERSON, D.D. Large size, interpointed. Price 3s. (By kind permission of Messrs. Hodder & Stoughton).

**New Testament in Modern Speech,** Dr. WEYMOUTH'S translation, large size, interpointed :

St. Matthew, 2 vols., price 2s. 3d. each.

St. Mark, 1 vol., price 2s. 6d.

St. Luke, 2 vols., price 2s. each. (*In preparation*).

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Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."



THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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**AUGUST, 1913.**

No. 8.

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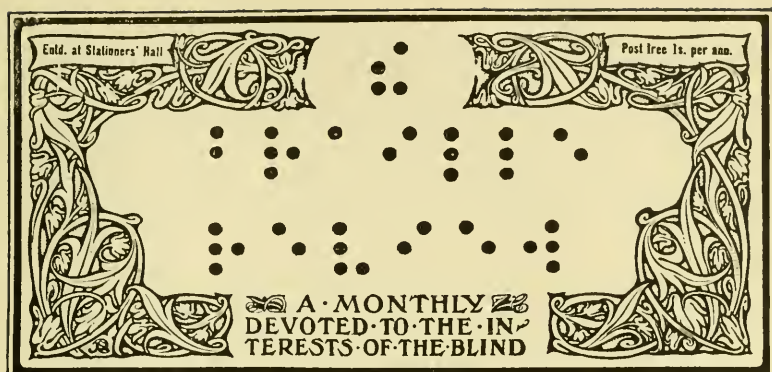
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VOL. XI.

AUGUST, 1913.

No. 8.

## Trading Departments of Institutions for the Blind.

By W. H. THURMAN,

General Superintendent and Secretary, Birmingham Royal  
Institution for the Blind.

(Continued from last month.)

DEPRECIATION IN VALUE OF TOOLS, MACHINERY, ETC.—I am conscious that this is a subject on which there are many differences of opinion. Probably the majority of manufacturers will agree that a depreciation of 10 per cent. on the total of machines, tools and equipment is a satisfactory method. A better system would be to depreciate the value according to circumstances. The following table demonstrates my meaning :—

(1) Fixtures, tables, etc. ... ..	10% depreciation.
(2) Harness and stable requisites ... ..	25% „
(3) Horses ... ..	20% „
(4) Mat looms and appliances ... ..	7½ % to 10% „
(5) Machinery ... ..	25% and upwards (according to wear and tear.)
(6) Tools ... ..	ditto.
(7) Vans and carts ... ..	10% depreciation.

It will be seen that the percentages vary considerably. Why? Because it is reasonable to expect fixtures, tables and looms to last for ten years—*ergo* 10 per cent. depreciation. Harness, being used in all weathers, will not last much longer than four years, which explains the depreciation figures of 25 per cent. The marketable value of a horse falls rapidly, especially when the animal is constantly used. The redemption period of the purchase-money is at a moderate computation six years, but it is safer to assume only five years. Again, through misfortune a horse may become incapacitated at any time. It will be seen, therefore, that for horses a higher percentage of depreciation is desirable than that for fixtures, looms, etc.

Due regard should be given to the wear and tear of machinery, tools, etc. As an illustration: a machine used only six hours per week will last at least nine times as long as one in constant use for a working week of fifty-four hours. It follows, therefore, that when considering the question of depreciation this point should not be overlooked. These remarks also apply to certain tools and equipment, especially to those which are costly to replace. Machines, like most things, will wear out. At the annual stock-taking, therefore, depreciate the value on a reasonable basis, so that ultimately the machines may be scrapped, or "superannuated," and this after a reasonable period.

Records of depreciations are invaluable. They should show the date of purchase, the net cost of the goods, the degree of depreciation, and the value at the beginning of the trading year.

The percentage of depreciation should be deducted from the *net cost* of the article at the time of purchase, and not from the value of the article when last depreciated. For instance: a gas engine costing £100, at the end of a year's working, less 10 per cent., is valued at £90; at the end of the second year, less the same percentage of the original cost, it should be valued at £80, and so on.

The cost of any subsequent repairs should be added to the initial or purchase cost before calculating the percentage of depreciation.

**STOCK-TAKING.**—Where so many departments are involved, and the kinds of goods manufactured are so varied, the annual stock-taking is no light duty. Much may be done to reduce the amount of labour and clerical work by systematizing the records of stock a month or so before the end of the financial year; indeed, the amount of detailed clerical work required for stock-taking purposes should be ever borne in mind, and if this be done it will materially assist in reducing the time required to be devoted to stock sheets.

All goods should be valued at **prime cost**, that is, the amount of wages paid and the cost of materials used. Under no circumstances should a percentage, however small, be added to prime cost.

Goods which have become obsolete or damaged should be listed accordingly, and considerably depreciated.

A reliable check of the stock sheets is imperative, and care should be taken that everything is included. Unless an effective system is inaugurated, some articles, tools, etc., etc. are likely to be overlooked.

**CLEANLINESS.**—Too much attention cannot be given to this point. Every effort should be made to see that it exists not only in the shops but in the workers themselves. I like to feel that anyone may pay a surprise visit to our Institution and shops and find everything in order.

**TIME RECORDERS.**—In order to inculcate self-reliance as far as is possible, time recorders have been introduced into the Birmingham shops for the men workers. There are many on the market. Those

we have in use are known as the "Bundy." They are quite satisfactory and are of very great value in connection with the Blind Workers' Wage-Augmentation Scheme existing at the Institution. When these recorders were first introduced, the erroneous impression was spread amongst the workers that a system of fines would follow in cases of unpunctuality. I am glad to say that so far we have been able to do without fines, and I hope that this state of things will continue.

The rules to be observed by day workers at the Birmingham Institution may be of interest, and are as follows :—

(1.) APPLICATIONS FOR EMPLOYMENT.—Applications for employment must be made to the General Superintendent, and those selected for employment must be examined by the Hon. Oculist, and the Hon. Medical Officer ; they must also provide satisfactory evidence as to character and conduct, and serve a period of probation at such work and on such terms as in each instance shall be arranged.

(2.) CONDITIONS OF EMPLOYMENT.—When it has been decided to give employment to an applicant, these Regulations will be read over to him by the General Superintendent, and he must sign a book containing a copy of them as a record of his willingness to accept the conditions of employment enumerated therein. A copy of the Regulations will then be handed to the applicant.

(3.) TERMS AND HOURS OF EMPLOYMENT.—The engagement will be subject to a week's notice on either side, and the hours of employment will be as follows :—*Males*, 8 a.m. to 1 p.m. ; 2 p.m. to 5 p.m. ; 5.30 p.m. to 7 p.m. *Females*, 9 a.m. to 1 p.m. ; 2 p.m. to 4.30 p.m. ; 5 p.m. to 7 p.m. On Saturdays the hours will be :—*Males*, 8 a.m. to 1 p.m. *Females*, 9 a.m. to 1 p.m. Exceptions will be made in special cases, which must, however, be approved by the Committee. During the hours of employment, workers are to remain in their respective workshops, and must not leave the premises or receive visitors without the leave of the General Superintendent. Male workers must record the time of their arrival and departure in the Records provided by the Committee.

(4.) WAGES.—Wages will be paid on Fridays up to the previous Wednesday night. As a general rule workers will be paid on piecework, according to the average standard rates existing in the district for their class of work and according to the amount and quality of the work done by them.

(5.) AUGMENTATION OF WAGES.—Augmentation of wages will be paid in accordance with the scale or scales approved by the Committee from time to time.

(6.) NAMES AND ADDRESSES.—The names and addresses of workers will be entered in a book kept for the purpose, and changes of residence must be reported at once to the General Superintendent.

(7.) ABSENCE FROM WORK.—Workers absent from any cause must send notice immediately to the General Superintendent, otherwise they will be considered as having terminated their engagement.

(8.) DISCIPLINE.—Prompt obedience must be given to the General Superintendent, the Trade Manager, and the Foremen. Any alleged grievances may be reported verbally to the General Superintendent, who will deal with the matter, and if necessary, or on request bring the same to the notice of the Committee.

(9.) MISCONDUCT.—Workers guilty of idleness, insubordination, improper or disrespectful language, wasting materials, disorderly or improper conduct, want of cleanliness, spitting, smoking, or using lucifer matches or lighting materials without authority, will be liable to dismissal.

(10.) INTemperance.—Intoxicating liquors will not be allowed on the premises. Any worker guilty of intemperance will be suspended by the General Superintendent pending the decision of the Committee.

(11.) VISITING MEMBERS OF COMMITTEE.—Members of the Committee are not to be visited by workers either at their residences or places of business.

(12.) INFECTIOUS DISEASES.—When infectious diseases occur in a house where any worker lives, notice thereof must be given to the General Superintendent at once, and no such worker is to return to the Institution until he has received permission to do so from the General Superintendent. Any worker infringing this regulation will be liable to instant dismissal.

(13.) SOLICITING ALMS.—Workers proved to have been guilty of soliciting alms will be suspended by the General Superintendent pending the decision of the Committee.

(14.) MARRIAGE.—Any worker marrying without having obtained the approval of the Committee will be considered to have terminated his engagement.

(15.) HOLIDAYS.—The Committee will determine from time to time the holidays for the workers during the year in addition to Bank Holidays.

(16.) INTERPRETATIONS.—The term "General Superintendent" will apply to the Trade Manager during the absence of General Superintendent, and to the Foreman when neither the General Superintendent nor the Trade Manager is present. The term "he" shall include a female worker.

INSURANCE.—When the National Health Insurance Act came into operation my Committee were hit very hard, as indeed all employers of labour were, but more so the Committees of Institutions for the Blind because of the low wages earned by some of the workers. There is no doubt in my mind that the benefits of the National Health Insurance Act, 1911, have been a real comfort to many blind people.

Three years ago we ceased to pay to an Insurance Company a premium for protection against claims under the Workman's Compensation and the Employers' Liability Acts. At the time something like £40 per annum was paid in premiums for this purpose, but on going into the question of claims it was discovered that the amount of two or three pounds per annum met the case. The Committee therefore decided to establish a Sinking Fund and to contribute annually the amount of £50. Three contributions have been made, and after allowing for claims and compound interest, there is a credit balance of £151 5s. 8d. It is true that there is a certain amount of risk, but events have proved up to now that the step was not an unwise one.

FIRE ALARMS.—An effective fire alarm should be installed in all workshops; also extinguishers, which may now be purchased at a reasonable price.

STAFF.—Enterprise should be encouraged amongst the staff. Do not reserve praise for an epitaph on the tombstones of worthy officers. Let them know how much you appreciate their services. In many ways this may be done, apart from the most practical one of an adequate salary in return for the work in which they excel. Let them feel that the interests of the Institution are the interests of the Committee, and should be theirs too, and that initiative is not intuition. I am quite certain that they will then co-operate with a view to attaining the highest point of efficiency.

*(To be concluded.)*

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

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VOL. I.

AUGUST 1st, 1913.

No. 8.

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## Editorial.

WE are very glad to record a step forward in the work so generously undertaken by Mr. Charlton Deas on behalf of the Blind. His lecture at Hull to the assembled curators of the kingdom brought the aloofness of the Blind from the world of common sights and easy knowledge poignantly before his hearers. No better audience could have been desired, for it comprised the very men who can do most to help the teachers to overcome these natural limitations. It was, too, a sympathetic and keenly-interested audience, alive to the difficulties of the experiment, but willing to do all that could be shewn to be feasible. Some were fearful of the effects which repeated handling would have on their treasures, but there are such things as duplicate specimens, and specimens which are past their prime and have been dethroned, from their cases, and specimens which obviously would not be harmed by being fingered, and from an assortment of these many hours of education and delight might come to the Blind. The idea, it may be, is so opposed to that fundamental commandment of museum life, *do not touch*, as stereotyped in the mind of the British public as the injunction to keep off the grass, that time may be required for it to grow and ripen into fruit. At the same time, it must be repeated that Mr. Deas's Hull lecture gave rosy promise, and teachers will do well, when they return for the new winter's work, to visit their local museum, interview the curator, and tell him, if he does not already know, of the work that has been carried out so successfully in Sunderland.

An extension of the experiments to other centres should benefit not only the results but the quality of the teaching. To be given to lecturing may be an added charm in the museum official; in the teacher it is a failing. It is good to think of the long class-room explanations that can be foregone when the teacher knows that the real thing is within visiting range. Compare the methods in the case of, say, a suit of armour. By the explanatory lecture method, the

end of the lesson period found the teacher limp, the class bored, and the suit of armour almost as far from the inner consciousness of the children as when the lesson began. The new method will take the children to the armour, will let them feel the various parts and, if the director is complaisant, try them on. Explanation then will be neither lecturing nor boring; the suit may need repolishing, but the children will have gained some clear and definite ideas about armour which will not quickly fade.

\* \* \* \*

## Notes.

MEMBERS will be glad to know that Lady Campbell and Mr. H. J. Wilson have consented to become Vice-Presidents of the Association. With this accession the list of Vice-Presidents is, for the present, complete, and is one which must give the Association extreme gratification.

\* \* \* \*

Mr. P. Gray, of Bristol, has been appointed Principal of the newly-established school in Montreal. We offer him our heartiest congratulations and all good wishes for the building up of a great and worthy school. Mr. Gray still remains in the Association, but unfortunately we lose his services as a member of Committee.

\* \* \* \*

At the twenty-fourth Annual meeting of the Museums Association held at Hull, on 15th July, Mr. Charlton Deas, whose work for the Blind we mentioned last month, gave an exhaustive account of his experiments in showing the exhibits of his museum to the Blind of Sunderland. He explained that when the school children were visiting the museum was closed to the public, that the specimens were taken from their cases and arranged round the room conveniently for tactual examination, and that clear and simple explanations were given by specialists in each branch of knowledge. He illustrated his lecture by an admirable series of lantern slides showing blind children and adults inspecting beasts, birds, armour, and even a human skeleton. One picture which gained hearty applause was a photo of the models made by the children some weeks after their visit, to express in clay their ideas of what they had seen.

Miss Garaway and Mr. Ritchie, who were present, thanked Mr. Deas for what he had done, and expressed the hope that other Museum authorities would follow his excellent example.

Miss Garaway spoke of the mistaken notions people often had about the incapacities of the blind child, and showed the necessity for education by touch. She dwelt on the advisability of having concrete objects, and the supreme need for clearness and accuracy in

description. After a visit to the Natural History section of a Museum the children should, if possible, be taken to a Zoological Garden to supplement the knowledge already gained. Speaking as the representative of the A. T. B., she said that this matter of Museum visits would be raised at the next meeting of the Association, when she knew Mr. Deas's action would be cordially welcomed by all the teachers of the country.

\* \* \* \*

ALL communications for the September issue should be sent, not later than August 14th to the Editor, c/o The British and Foreign Blind Association, 206, Great Portland Street, London, W.

\* \* \* \*

## Correspondence.

June 25th, 1913.

The Editor, *The Teacher of the Blind*.

DEAR SIR.—I have read with appreciation Mr. Stainsby's article in your June number, on Libraries for the Blind.

This subject is one of great interest to all readers. Mr. Stainsby seems to think that it would be desirable that stereotyped books should be purchased by libraries for the Blind.

We have found up to the present that it is our best policy to employ our own blind workers to produce our books, and so we do not buy any at all from other sources. Owing to circumstances which cannot be explained briefly, our workers must do the work in their own homes, and under these conditions machine work is not practicable.

We believe that stereotyping pays only when a large number of copies of each book is required, and Mr. Stainsby's article seems to bear this out. Our Library is not connected with any Braille publishing business, and we make to our own requirements only. As a rule, one copy of a book is sufficient for our readers, who are divided rather definitely into groups. It is not often that a book makes universal appeal. We therefore find that one—or sometimes two—copies of many books are better for our purpose than many copies of a few books would be.

We cannot see any immediate chance of a demand for Braille books so sufficient as to give employment enough to make it worth the while of our writers to take up stereotyping at present. The market is limited, and so far it seems to be admirably supplied by the stereotyping agencies already at work. — Yours faithfully, ISABEL M. HEYWOOD, Hon. Secretary, on behalf of the Library Committee, Manchester and Salford Blind Aid Society.

July 14th, 1913.

To the Editor, *The Teacher of the Blind*.

DEAR SIR.—In the next issue of *The Blind* will be found the announcement of the formation of the Federation of Libraries for the Blind, of which Federation we are happy to say that The British and Foreign Blind Association is a member, with Mr. Stainsby as its representative.

It is hoped that the new Federation will prove its worth by deeds, not words, but there are one or two points raised in the recent discussion upon which I should be glad to be allowed to comment, though lack of space prevents my replying to Mr. Stainsby in detail.

A curious, and to many minds most unnecessary, suggestion of rivalry between stereotyped and hand-written Braille has been imported into this discussion. To practical men it will be obvious that each has its sphere in which it will remain dominant, although from time to time the boundary line may vary. Under present conditions it is self-evident that the embossing machines of this country do not supply one quarter of the books necessary for our libraries. The expenditure of thousands of pounds would be necessary before even so rich a catalogue as that of the National Library, inadequate as it is, could be built up by means of the printing press. Yet we need a far greater variety of books than we at present have.

It is unfortunately necessary to deal with things as they are, and with a limited exchequer to make the most of our available resources.

Mr. Stainsby's comparison of the relative cost of the machine and hand-embossed book is misleading, since he deals only with paid labour, of which we can, alas, employ so limited a quantity; whereas the vast majority of our books are produced by voluntary labour, which enables us to give to the Blind so many books which would be otherwise beyond their reach.

The work of the blind copyist is, and I fear must always be, extremely costly, poorly as it is paid, and it is in the nature of a charity. Still, when it is remembered that it is frequently reserved for those whose physical infirmities preclude other work, and is greatly prized by them, I believe it will be conceded that I do well to plead that as much of the duplicate copying as possible may still be entrusted to them.

A book should be printed, as a matter of course, as soon as the demand reaches that point at which printing becomes more economical than handwriting, but until that point is reached printing is wasteful. I am very glad to note that it is now found possible to recoup the entire cost of the plates and labour if a sufficient number of copies be sold.

As a librarian I cannot but smile at a layman's analysis of our catalogue. It is not usual to show duplicate copies of books in a catalogue, save in the case of some important difference in the edition, *e.g.*, different forms of Braille, or a differing number of volumes. I am happy to be able to assure Mr. Stainsby that we have in some cases as many as ten copies of a work, especially when it is stereotyped. I do not think you would find this number exceeded in the majority of Public Libraries, whose reading Public is far greater than that of the blind world.

In conclusion, I should like to say that I have every sympathy with Mr. Stainsby's point of view, it is just the point of view we would wish him to have. His great work for the Blind just now is PRINTING, and if he were one whit less convinced of the paramount importance of printing, he would not do for us what he has done and will do.

My "job" is to get the best books into the hands of the Blind in as great variety and as early as possible; therefore I may not see Mr. Stainsby's points as clearly as I see my own. But it is just by the

federation of such varied points of view that we arrive at the best results.  
—Yours faithfully, E. W. AUSTIN, Hon. Sec. of the Federation of  
Libraries of the Blind.

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To the Editor, *The Teacher of the Blind*.

SIR.—The comments and criticisms on my article which appeared in the June issue of *The Teacher of the Blind* have greatly interested me. None of them, however, have in any way altered my opinions, but rather confirmed them. First, let me remove two impressions that seem to exist. One is that there is a spirit of antagonism between Miss Austin and myself, and the other that I am opposed to Libraries. These are absolutely erroneous. If I had been opposed to Miss Austin or lacking in appreciation of her work, I should not have stated at the commencement of my article that no one had worked more assiduously for Libraries for the Blind than she; and if I had not been interested in libraries I should never have taken the trouble to write the article at all. Why, Mr. Editor, one of the first duties I undertook when I entered upon work for the Blind, 33 years ago, was to act as a librarian of a lending library for the Blind. Since then I have taken the keenest interest in the distribution of books, and latterly, in the production of them.

K. C.'s article in your issue of July raises a curious question as to the relative bulk of books for the Blind and those for the seeing, but this, surely, has nothing whatever to do with the controversy. It is unfortunate that books for the Blind are so bulky, but is it not a mere accident (or shall we not rather say, the evolution of time), that has made books for the seeing so compact and small? The disproportion of one to the other is easily rectified by the resourceful teacher showing his blind pupil the ink-print copy of the Braille book he is reading.

The forward policy of K. C. is cheering, and has my full endorsement. I am convinced that, if only time and money could be devoted to what I call research work in book production, unthought-of developments would soon take place, whereby reduction in bulk and costliness would be effected.

Mr. Royston assures us that nothing has been said by the Libraries Committee to discourage the production of books by the stereotyping process. I agree, but I ask, what was said or done to promote it?

Miss Gilbert's letter reveals the fact that her library does not afford work for blind copyists, and I cannot but think that if funds could be raised for purchasing Moon's books, they could also be provided for the cheap stereotyped Braille books.

It is most regrettable that the Manchester and Salford Blind Aid Society should pursue the policy outlined by Miss Heywood, and it is inconceivable that such policy should receive support. I hope Miss Heywood does not interpret my remarks to be that I advocate the setting up of a stereotyping department; I merely suggest that her Society should avail itself of the cheap literature issuing from the publishing houses, instead of transcribing all its books by hand, irrespective as to whether any of these can be purchased at a price infinitely lower than by her blind operators.

Miss Austin's letter of 14th July demands a word of closing comment. I do not agree that the importation of the suggestion of rivalry between stereotyped and hand-written Braille was unnecessary. It is of vital importance. I have already agreed that there will always be a most useful and indeed necessary place for the latter, but I am anxious to see far more attention, time, and money devoted to the former, so that it may gradually and largely supersede hand-written Braille. If all friends of the Blind and the Blind themselves would co-operate in raising funds for the stereotyping process, it would soon be possible entirely to change the present unsatisfactory condition of affairs. It would then not be possible for Miss Austin to say that the embossing machines of this country cannot supply one quarter of the books necessary for our libraries. Miss Austin very rightly states that many thousands of pounds would be necessary to enable the presses to produce so rich a catalogue as that of the National Lending Library. But she makes the one and all-important omission which entirely changes the situation, viz.: that when once produced *those plates would be available for an unlimited succession of future copies of the same works.*

I am aware that it is not usual in catalogues of printed books to indicate the number of copies of each work available, for the obvious reason that if more copies of a given book are required they can immediately be purchased. But I did suppose, as I think others would, that when a catalogue consists largely of hand-written books it would have been well, in the interests of the borrower, to specify what copies were available. However, working on the basis of the figures given in my article, the maximum of 10 copies of a popular book among 6,600 would be sadly inadequate.

Although this Association is not a lending library, it is nevertheless a great book-producing agency, both by the hand and machine processes. Its Council has decided to join the Federation, and as Miss Austin has said, I have been appointed as its representative. In this capacity it will be my earnest endeavour to serve the blind reading community to the best of my ability.—Yours very truly, HENRY STAINSBY.

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25th July, 1913.

SIR.—I have been greatly interested in reading Mr. Stainsby's letter to you in the June number, and Miss Gilbert's letter in the July number of *The Teacher of the Blind*.

I recently received a request for financial help from Lord Midleton, President of the Home Teaching Society, and on reading the above letters it seemed to me that the most efficient help I could render to both these excellent societies would be to try and bring them into closer touch with each other so that each society can benefit the other, instead of each working separately for the necessitous Blind.

I have, therefore, offered a subscription of £5 to Miss Gilbert which she can spend in purchasing stereotyped books and literature of an improving character and in up-to-date Braille type from The British and Foreign Blind Association, and in the hope that many others may be induced to send help in the same way I ask you to insert this letter, and subscribe myself.—Yours truly, A FRIEND OF THE BLIND.

ROYAL SCHOOL OF INDUSTRY FOR THE BLIND, WESTBURY-ON-TRYM.

**Head Master** required at once for the above School. Must be certificated and with previous experience in teaching the Blind. Good disciplinarian, sympathetic and tactful. Able to enter into games. Church of England. Resident salary, £100 per annum. Applications with not more than six copies of recent testimonials, to be sent in not later than MONDAY, JULY 28th, to The Chaplain-Superintendent, Workshops for the Blind, Museum Avenue, Park Street, Bristol.

[Although the latest date for receiving applications is given as above, we nevertheless advise that applications be made, but no time should be lost in doing this.—EDITOR.]

Mrs. F. PATTESON, of Coltishall, Norfolk, requires in the autumn for her daughter, age 12, who has recently partially lost her sight, a **Sighted Governess** who has had experience in teaching the Blind Braille, needlework, etc., and could also educate in ordinary subjects.

**Miss GRACE ONION**, a young blind lady, of 178, Grange Road, Ilford, wishes a situation as assistant Pianoforte Teacher in an Institution for the Blind. Miss Onion holds several certificates of Trinity College and has also passed other examinations in music.

**ROBERT COOPER** (blind), 49, Cumberland Haymarket, Regent's Park, N.W., sells **Cocoa Mats**, 30-in. by 18-in. by 1s. each; and 42-in. by 24-in. at 2s. each. Orders will be welcomed.

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## B. & F. B. H. Publications.

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**Hymns Ancient and Modern**. Small size, interpointed (8 vols. and index). Price 2s. 3d. per vol. (Vols. I-V. *now ready*.)

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. (Vol. I. *now ready*, price 3s. 3d., Vols. II. and III. *ready shortly*.)

**The Lilac Sun-Bonnet**, by S. R. CROCKETT. 3 vols., large size, interpointed. (By kind permission of Mr. T. Fisher Unwin).

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Conic Sections** (2 vols. from), by CHARLES SMITH. Large size, interpointed. (By kind permission of Messrs. Macmillan & Co.)

**Diagrams to "Mechanics"**, by W. D. EGGAR. 1 vol., price 2s., post free 2s. 1½d.

### *Now Ready.*

Published by the aid of the Embossed Scientific Book Fund:

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. Large size, interpointed. (By kind permission of the Cambridge University Press).

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**The Scripture of Truth**, by SIDNEY COLLETT. Large size, interpointed, 3 vols. Price 3s. each vol. (By kind permission of the Author).

**New Testament in Modern Speech**, Dr. WEYMOUTH'S translation, large size, interpointed:

St. Matthew, 2 vols., price 2s. 3d. each.

St. Mark, 1 vol., price 2s. 6d.

St. Luke, 2 vols., price 2s. each. (*In preparation*).

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In 4 vols., large size, interpointed, price 3s. 6d. each.

**Exercise Books**, recommended for use in Myope Classes. Black paper, interleaved with tissue paper. Prices: Ruled with white lines, 2-in. apart, 5d. each. 4s. 6d. per dozen; unruled, 4d. each, 3s. 6d. per dozen.

**Square White Crayons**, for use with the above, 5d. per dozen, 4s. 6d. per gross.

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**NEW CATALOGUE.**—The British and Foreign Blind Association, 206, Great Portland Street, London, W., has just issued in letterpress a revised and enlarged catalogue of books and appliances. Copies will be sent to all applicants on receipt of one penny stamp for postage. Teachers are especially invited to apply.

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## THE "ETHELDA" BRAILLE TEACHER



This apparatus consists of six marbles and a wooden box. On the top of the latter are six hollows corresponding to the Braille positions, and the characters are made by placing marbles as required. The box is used as a receptacle for the marbles when not in use.

**Price 1s. 6d., post free 1s. 8d.**

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Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."

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THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI.

**SEPTEMBER, 1913.**

No. 9.

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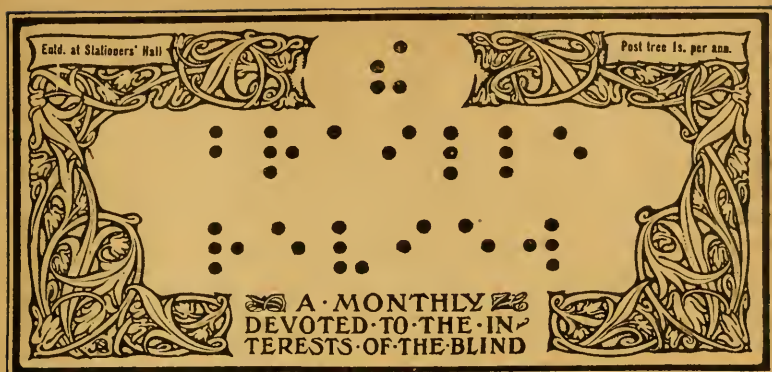
in Greek, Latin, Mathematics, Modern Languages, etc., should write for List of Successes and Prospectus to the Headmaster, College for the Higher Education of the Blind, Whittington, Worcester.

**LATIN and GREEK.**—The Editor of *The Braille Review* will be glad to hear from any voluntary writer who is willing to undertake Latin or Greek transcription from print to Braille. We occasionally have requests from students and others for such transcriptions, and have great difficulty in supplying their needs.

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**MUSHROOM SHAPE STYLE, price 2d. each, post free 3d.**

**DOMINOES, with raised pips, 2s. per box.**



VOL. XI.

SEPTEMBER, 1913.

No. 9.

## Trading Departments of Institutions for the Blind.

By W. H. THURMAN,

General Superintendent and Secretary, Birmingham Royal  
Institution for the Blind.

(Concluded.)

OFFICE ROUTINE.—To be successful in business nowadays is to be up-to-date, and enterprise will bring one to that point.

We now enter goods direct into the day book with the aid of an Elliott-Fisher Typewriter. The invoice itself forms the original, and the day book contains the manifold or carbon copy. The design of the invoice form is arranged so as to economise space. The day books as received from the makers contain absolutely blank leaves. The manifold impressions from the typewriter appear on alternate pages. When the end of the book has been reached in this manner the reverse side of the leaves is used. Besides the economy effected in the saving of wages of a clerk who would be required to write the invoices were it not for the special kind of typewriter, there are two points decidedly in favour of the system—these are (1) neatness in the appearance of invoices, and (2) less possibility of mistakes through hand-writing.

The card ledger is a distinct improvement upon the book ledger. Being easy of access it is a time saver; it is also economical and occupies less space.

Smartness in the execution of orders is much to be desired, and those which cannot be despatched in two days should be acknowledged and an intimation given as to the date on which delivery may be expected. Record of orders should be preserved for at least four years. It is unbusinesslike to have to confess that a certain order cannot be traced, when a reference of recent date is given to it by a customer.

I am a firm believer in the method of assembling the heads of the various departments every morning immediately after the letters have been opened. It is unnecessary to keep all while the business

is being transacted—a wise procedure is to deal first with that department for which there is least amount of business, in accordance with the discretion of the one dealing with the correspondence. All letters should be to the point, and too much detail avoided.

In regard to correspondence and work among the Blind, it is much to be regretted that the services of blind typists are not enlisted in several Institutions. From my own experience they are quite expert in this particular kind of work. It is a calling that is most suitable for a blind man or woman of average intelligence who has the pertinacity and ambition to excel; besides, it is an occupation which calls for a reasonable remuneration. I very much hope that the remarks on this point may be the means of a few more blind typists finding employment. A note on the foot of letters to the effect that they have been typed by a blind clerk creates interest the first time it strikes the eye of the recipient, and such interest generally leads to a practical result.

GENERAL.—Signs are not wanting that many of the Blind have been encouraged to think that they as a class are more clever than the seeing. What a mistake! How very impolitic! The cause of the normal and sub-normal blind has been much hampered by such statements. No one will doubt that in many instances blind people are clever, but I am convinced that it is a mistake to say that they are more so than their more fortunate brethren.

The vicissitudes of trade are ever with us, but the dominating factor which should be, and doubtless is, prominent in the minds of those responsible for the management of workshops for the Blind, is that work must be obtained for those engaged in the shops, in order to prevent their enforced idleness.

CONCLUSION.—It is an arduous task to find suitable work for the Blind, but I am greatly encouraged by sincere expressions of appreciation from the committee whom I serve, and of gratitude from some of the Blind under my control.

I should be wanting in courtesy if in closing this article I failed to say that I am most thankful to the Editor of the *Braille Review* for allowing me the privilege of giving my views on this all-important subject.

I cordially invite criticisms, and shall indeed be grateful for any enlightenment on the points raised.

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## Sale of Work.

THE Sale of Work in connection with the *Progress* fund, in aid of the new Buildings, will be held (D.V.) on Tuesday, October 28th, in the Presbyterian Church Hall, West Hill, Wandsworth (East Putney). The Rev. Preb. H. E. Fox (late Secretary of the "C.M.S.") has kindly consented to preside and his Wife to open the Sale. Mr. Stainsby and others will also take part.

For further particulars apply to Mrs. Wood, 16, Schubert Road, East Putney, S.W., who will be glad to receive any contributions either in kind or cash.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

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## The Education of High Myopes.

By N. BISHOP HARMAN, F.R.C.S.,

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Post Graduate College.

**A**T the British Medical Association Meeting of 1910<sup>1</sup> I gave an account of an experiment that had been initiated in London, for the satisfactory education of children who were suffering from myopia to such an extent that they were not suitable subjects for any ordinary educational curriculum. Since that date there has been an extension of the work on the lines then indicated, and it is thought that the publication of the lessons learned by the working out of that educational scheme may be of assistance to others.

The demand for some scheme of education suitable for children suffering from a defect of vision is a very natural one. It is bound to arise when education is made compulsory for every child by Act of Parliament. It is bound to arise because no one scheme of education will cover all cases. The curriculum of any school is designed for the greatest good of the greatest number. Misfits must suffer, either because they are incapable of taking advantage of the education provided, or else because the scheme would be injurious to them if their full attendance were insisted upon. This was early recognised in the case of the Blind, and special forms of education were provided for them, and in the case of elementary school children extra grants were given by the State to meet the additional cost of their special educational needs. The difficulty became acute in the case of those who had serious defect of vision, and yet were not blind, and not likely to become blind. When such cases came to the ophthalmic surgeon, he very rightly objected to the attendance of these defective children at the ordinary school; it was not right to subject them to the strain involved. In the end the children either were exempt from school altogether, or they were drafted into the Schools for the Blind and Partially Blind under the definition given in the Act providing for these schools. Neither of these alternatives was satisfactory.

In the first case the child loafed about the streets, or became the household drudge, and the more intelligent of them took their lessons from their normally-sighted colleagues, and read without restraint under the worst conditions; indeed, the very aim of the

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<sup>1</sup> Harman. The "Education of High Myopes." Brit. Med. Journal, October 29th, 1910, p. 1320.

exemption from school was defeated. Further, it must be recognised that the denial of the communal life of the modern school was a real loss to the children, and one that was recognised by the children themselves. In the second case the admission to the blind school had its own drawbacks. The children had to associate with the Blind, and do the work of the Blind, yet they themselves were sighted children, and for the most part not likely to become blind, certainly not in school years. The work they learned was waste of effort, and utterly useless. Teaching Braille to a short-sighted child is misplaced energy of the worst kind, for the child will not read it with its fingers, but the instant the teacher's back is turned the child bends down its head to read with its eyes bare impressions on the paper, which are vastly more difficult to see than ordinary black print. Again, the labour was wasted, for no such child ever dreamed of reading the limited works of the Braille Press after leaving school; if it wished to read, it read the books of the normal children of the household. Lastly, and this is the most serious matter for the children of the working classes, the child left school with the stigma of the blind school upon it, and in these days of Employers' Liability Acts that is no light matter. When a child leaves school and applies for work, it is the usual thing for the would-be employer to ask from what school the child comes, and the standard passed; the mention of blind school is sufficient to terminate the interview, for who will run the risks that the employment of the bad-sighted entails?

These things were drawn attention to at the International Congress of School Hygiene in London in 1907<sup>2</sup>, and from that arose the first attempt to deal with this particular problem. These myope classes of which I shall give an account are provided for elementary school children, but the methods employed are applicable to any class of child, and to the education of single children by tutors at home. There is no particular novelty in the method; it is the mere application of common sense to the situation. Indeed, it is a return to the primitive, almost prehistoric, methods of education, such as must have existed amongst our woad-tinted forebears, when the wise one of the tribe taught the traditions of the fathers to the children, initiated them in the secrets of their cunning handiworks, and showed them how to make the tribal marks upon the walls of their huts and caves. There, in brief, is the scheme of the myope class; it is essentially personal, and lacking in that modern substitute for personal teaching, the book.

#### METHOD OF SELECTION OF CASES.

One afternoon each week, at a certain place in London, twenty children who are reported by the hospital doctor, the school doctor, or other authority, as suffering from serious defect of vision, are brought for examination. Each child is examined, note made of the state of the eyes and such vision as may be present, and some decision arrived at as to what education is possible for each child. Some are

<sup>2</sup> Harman. "The Mental Characters associated with Blindness, etc."  
Second International Congress of School Hygiene, 1907, p. 794.

returned to the ordinary school as capable of receiving the regular education. Others are graded for various degrees of exemption, or special treatment up to the admission to the blind schools :—

- (1.) Elementary school for easy treatment as regards eye-work.
- (2.) Elementary school for oral teaching only.
- (3.) Myope class.
- (4.) School for the blind and partially-blind.

Many are invalided temporarily for treatment, some are transferred to country homes, but the majority fit into one or other of the four classes named above. Each case is considered on its merits, and many conditions besides eyesight influence the decision arrived at—e.g., the age of the child, whether one or both eyes are affected, the nature and degree of the affection, the possibility of amelioration or aggravation during school age, the possible effects of school attendance and work, the possible educational advantage of a change of regime—it may be both at home and at school, and lastly, in the case of the blind and partially-blind, the most suitable school for the particular child in the knowledge of his or her age and capability.

Of the four groups named above one is a temporary expedient, and liable to produce unsatisfactory results ; it is the result of the rapidity with which suitable cases for entry to the Myope classes are reported, and the slowness with which provision for these classes can be made. Up to the end of 1912 there had been entered on the roll of the myopes 300 children, but there was only room for 100 in the new classes ; the remainder had to be accommodated in the ordinary schools, but under special conditions ; they were admitted for oral teaching only. Children admitted to elementary schools under such limitations are obviously in an anomalous position, and their presence must be a source of difficulty to the teachers, in that they disturb the normal routine ; also they are likely to fall into a sort of backwater in the school life, a condition not favourable to their development. But, despite these difficulties, there is on the whole some advantage to the child, who is better off in the school than loafing at home or on the streets, and it would be quite easy to demonstrate that the children prefer it. At the lowest estimate they gain by the discipline of school life.

To make clear the nature of the defect of the eyes of these children, and the limitation of the education they will receive, the matter is explained personally to the parent of the child, and a notice to the following effect is given :—

## “ NOTICE REGARDING THE CARE OF THE EYES.

*“ To the Parents or Guardians of .....*

*“ Your child suffers from a defect of vision that prevents him or her from joining in the ordinary work of the school. If it is impossible for you to obtain admission for the child to a special class for short-sighted children, he (or she) may attend an elementary school with a view to gaining the educational advantage of school discipline, and such general knowledge as can be given in the oral lessons of the classes. Reading and writing of any kind will not be allowed, except blackboard work. You are particularly asked to watch your child at home, to teach games and outdoor play, and to stop all reading and writing. (In the case of a girl, sewing should be completely stopped, but knitting may be learned,*

provided the child does it by feeling the stitches and not by looking at them.). The child should be out of doors as much as possible."

It is equally necessary that the teachers to whose care these children are committed should be clear as to the necessity for closely watching and limiting their work, and to this end a circular letter is sent to the head-master of the school to which any such child is admitted:—

"TEACHING OF CHILDREN RECOMMENDED BY THE MEDICAL  
OFFICER FOR 'EASY TREATMENT AS REGARDS EYE WORK'  
OR 'ORAL TEACHING ONLY.'"

*"Children recommended for 'Easy Treatment.'*—These children usually suffer from a defect of one eye only, or they have defective vision in both eyes of a moderate degree. With reasonable care school work should not cause strain of the eyes, or entail the risk of exaggeration of their visual defect. These children should sit in the front row of the class, sit upright, and not be allowed to stoop over any literary work allowed them. Girls must do no sewing, but may learn knitting, provided it be taught by touch and not by sight. Boys and girls should be prohibited the use of books with small print, or writing of any sort other than a bold large-lettered hand. They should not join in exercises that involve the reading or writing of masses of numerals or geometrical figures. They may read or write in large type, preferably for periods not exceeding twenty minutes without a break. They should not be allowed to stoop over their work, and if it be possible, the writing should be done free-arm fashion on a blackboard or millboard set up on the desk.

"So far as school arrangements allow, they should attend all the object lessons, demonstrations and oral lessons that are given in the school.

"Drill, dancing, games of all kinds may be freely indulged in."

"Home lessons of any sort should be prohibited.

*"Children recommended for 'Oral Teaching only.'*—These children suffer from some serious defect of vision, such as gradually increasing short sight. When no place can be found for them in a special school they are admitted to the elementary school, with a view to their gaining the educational advantage of school discipline and such general knowledge as can be given them in the oral lessons of the classes.

"The use of books, pens, paper, pencils and slates of any kind and for any purpose is to be prohibited, and the child should be reminded at intervals by the teacher in a friendly chat that the prohibition is for his or her own benefit, and that they must do at home what they are trained to do at school.

"If the class arrangements permit, they may be allowed to write or draw on the blackboard in large characters, free-arm fashion.

"If a girl shows aptitude for handwork she may learn knitting by touch, but not by sight. Similarly a boy may do the larger kinds of carpentry, but he must not use the rule or draw measured plans.

"For the most part these children may drill and dance, but they should be warned against using gymnastic apparatus or dumb-bells, for example, in connection with the Children's Happy Evenings Association. They should be cautious in the playground games."

But, even presuming the greatest understanding and watchfulness of the parents at home, and the greatest readiness of the teachers at school to make the necessary allowance for such abnormal units in their classes, this arrangement for the admission of myopes of

high degree to elementary schools for oral teaching only is a makeshift, and only permissible with a view to its speedy abolition.

#### THE MYOPE CLASS.

The first necessity for the successful establishment and working of such a class or school is that it shall be associated with an ordinary school for normal children. The myope class must be considered and worked as an integral part of this school. The reasons for this prime necessity are three : (1.) A better scheme of work can be provided by this association ; (2.) To establish the class as a separate unit is to run the risk of the children leaving school with a special mark upon them ; (3.) Parents naturally object to any suggestion of their children being marked out as belonging to a particular class of defective children, even though it may be for their good, and for this reason the attempts which have been made to copy the London experiment in the provinces by establishing myope classes within the existing blind schools have proved a failure. It cannot be too definitely insisted upon that the only possible means of making these classes a success is by associating them, both in their practical working and in their classification, with the ordinary schools ; for that reason, in London they are always spoken of as "classes," and never as "schools." The scheme of work laid down for these classes is as follows :—

- (1.) Oral teaching with the normal children, for such subjects as can be taught orally.
- (2.) Literary work, such as is necessary for the knowledge of the ordinary means of communication, to be learned without books, pens, or paper, but by the use of blackboards and chalk, the writing to be done free-arm fashion.
- (3.) A very full use of every sort of handicraft that will develop attention, method, and skill with the minimum use of the eyes.

After four years' experience with the experimental class, and the extended observation of the work in two other larger classes, it has been found quite possible to carry on the teaching of children in this manner, and the experience has shown that the scheme is not only a success, in that the condition of the eyes of the children under observation has remained as satisfactory as could be anticipated, but that it is a success from the attraction it presents to both teachers and pupils. Both enjoy it, notwithstanding that for one of these parties, the teachers, the method calls for a degree of alertness and constancy of effort that is not the rule in ordinary teaching. An essential difference in the basis of the teaching required under this scheme was early demonstrated. The teachers found themselves cut off from the regular stand-by of modern teaching, whether of normal children or the blind—the book. They could no longer hand over a text-book to the children ; they had to give out something from themselves, and make their own conception of the lesson so definite that they could convey it to the child without adventitious aid other than the most primitive materials, chalk and a wall. They had to do real teaching. It was, therefore, no cause for wonder that

in the beginnings the teachers themselves had to be shown how to do things, and the readiness, intelligence and suggestiveness of their efforts, in face of the difficulties of the makeshift conditions of the initial experiment, have made it a success.

#### THE CLASS-ROOM.

The one necessity of a class-room for myopes is perfect natural illumination. The windows must be in such size in relation to the floor space that there is on an ordinary day at least 15 ft. candle illumination on the wall opposite the window, and at a height of 4 ft. from the floor. The windows should be on the left-hand side of the children's desks; windows on the right-hand side in addition to those on the left are permissible if the sills are at least 6 ft. above the floor level; indeed such windows, or top lights, are an advantage in these rooms, on account of the amount of handicraft work done in them. Windows on several sides of the room are objectionable unless they are placed high up in the walls, for they limit the available wall space for blackboards.

Artificial lighting for these rooms is a negligible consideration. All work other than drill, oral lessons, or games, is suspended immediately artificial light is required.

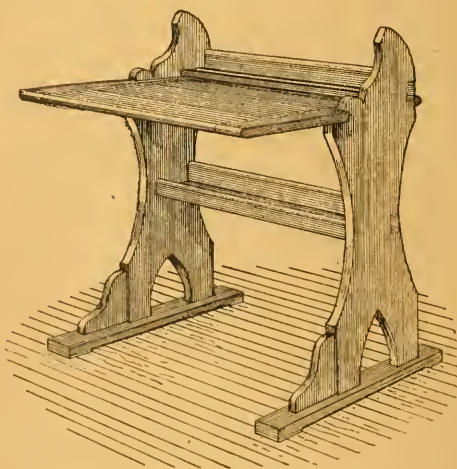


FIG. 1.—Desk in use in the Myope Classes, designed by the author, showing use as table for handicraft.

No special equipment other than table and blackboard provision is required. The ordinary school desk is unsuitable, and a special desk<sup>3</sup> designed by myself has been in use since 1908. (Fig. 1). The first batch was made by the pupils at one of the deaf schools. The desk has proved satisfactory, and is now the ordinary equipment of these classes. It provides for each child a full-sized blackboard, suitably sloped and at a convenient height for sitting, and also a full-sized horizontal table for handiwork. It is convertible from one use to the

<sup>3</sup>The myope desk is made by Messrs. Hammer, of Charing Cross, London, W.C.

other by merely lifting the board. Each room has fitted all round the walls a band of blackboard. The boards are fixed from 3 ft. to 6 ft. above the floor level, so that they are available for both teachers and pupils without adjustment, and none is provided. In one school where the wall space is limited, the writing surface is increased by the provision of continuous sheets of dull "oiled-baize" or "American cloth," fixed on to parallel rollers fitted to the wall; the black cloth runs over these rollers like a huge jack towel and gives a very large surface.

The use of a hall or a room clear of furniture is essential for the satisfactory working of these classes. Prolonged sitting or close work of any kind, even when it is so simple that it entails little use of the eyes, is bad for these children. For this reason none of the furniture of the ordinary class-rooms occupied by them is fixed to the floor; the myope desks and the chairs are easily moved to the walls and the floor space cleared. Further, a bare floor space permits of a variety of methods of teaching, both useful and attractive, which cannot be undertaken in an ordinary class-room.



FIG. 2.—Myope desk in use as blackboard for free-arm writing.

#### THE SIZE OF THE SEPARATE CLASSES OR FORMS.

The myope class comprises many separate classes, grouping children of the several standards of attainment and age. Each of these separate classes has a teacher, not necessarily one for each class, for the arrangement of the time-table allows of an alternation of the work of the teacher. When one group of children is taking oral lessons with the normal-sighted in the ordinary school, the teacher will be employed in giving lessons requiring writing, arithmetic, or manual work to another group. The number of children that any one teacher can deal with at the same time must of necessity be less than the same teacher could cope with in an ordinary school. Individual teaching is much more necessary for these children than for ordinary children, if only it be because there is the constant necessity of

guarding against bad habits of stooping and peering at work. Further, the desk fitting—the combination blackboard and table—takes up the room of an ordinary twin desk. Experience shows that the greatest number any teacher can deal with successfully in any class working at the same subject and at the same time is twenty. But these conditions do not obtain at the present. The numbers of children are too small to afford such large groups of the same age and attainment, and in practice the teacher often has to run two separate classes, say of Standards III. and IV., at the same time. Under these conditions twenty is too large a number. Twelve would be the optimum number. With that number of children the teacher should be able to give to each child a fair share of individual attention, discover the particular difficulties of the child, and secure a result that could not possibly be approached under more crowded conditions.

#### THE CURRICULUM.

The photographs reproduced were taken at the experimental class three years ago, but they still give a very fair idea of the range of work undertaken.

The oral teaching is taken with the normal children in the ordinary school with which the myope class is associated. By this means the myopic children are kept up to the standard of knowledge of their normal colleagues, have the benefit of mixing with them in class, and the oversight of the regular teachers. There is no difficulty in the arrangement; it is merely a matter of planning a convenient timetable, and the recognition by the teachers in the ordinary school of the particular difficulties of the short-sighted children. It has the added advantage that it keeps before the ordinary teacher the elementary principles of the care of the eyes, which they are perhaps likely to forget when all the defective children are withdrawn from their care.

The literary work of the children is done in the myope class upon the blackboards provided for each child, and upon the wall-boards. The photographs give a very fair idea of the proper method of blackboard writing to be cultivated in these classes. The small script of thin white lines, usually seen on the boards of the ordinary class-rooms and in lecture theatres, is quite out of place in these classes. Letters must be large and the chalk lines broad and strong, and to secure this the chalk supplied should be square-edged, and of double the measure of the stock size. The small desk blackboards are marked with white lines 2-in. apart, and the wall-boards 4-in. apart.

In the higher standards the want of some permanent record of the work of the children was felt; the essentially temporary character of blackboard work did not seem altogether satisfactory; mistakes were so easily corrected that carelessness was engendered. In the higher standards exercise books are being tried of a distinctly novel pattern. They are made up of large black paper sheets<sup>4</sup>, and the writing is done with white crayon, which gives a record of fair durability, but it can be washed off

<sup>4</sup> Black paper exercise books are provided by The British and Foreign Blind Association, Great Portland Street, London, W.

if desired. The exercise books are clipped on to the desk blackboards, and the writing is done free-arm fashion as though on the blackboard, so that none of the dangers of ordinary writing, such as stooping over the work, are involved. The eldest of the pupils are allowed to make a permanent record of their work by printing. Two sets of printing types are provided for the use of each class. They are rubber-faced, block-letter types, one of 1-in. height, the other of 2-in. height.<sup>5</sup> These are mounted on wooden blocks fitted with lateral pegs and holes, so that they can be joined together to form words. The words are set up and printed upon large sheets of white paper; the record is permanent, and goes to form a class library of scrolls which are useful for subsequent teaching. This device has done away with the necessity of invoking the aid of the professional printer to provide some form of literary matter which could be hung up in the sight of all the children, and read with comfort by even the children in the back row. The printing itself is an admirable training in care and exactness, and is greatly liked by the children; in fact, it becomes one of the prize tasks of the class.

Drill and games enter largely into the time-table, and attempts are made to associate some of the games with the instructional work—e.g., large sheets of scenic canvas<sup>6</sup> are now supplied to two schools that have sufficient floor space, and on these the teachers paint outline maps of different countries, marking out the position of the principal cities, rivers, mountains, etc.; the children walk about on the floor maps pointing with sticks to the different spots and marks, learning their geography by travelling it in miniature. With a teacher of resource such methods of instruction possess endless possibilities of interest.

The most difficult section of the work to arrange is the manual training. Whatever the work done, it must be such that the fixed attention of the eyes is not demanded. For that reason all sewing work is prohibited; it has been tried with a few of the elder girls, but was quickly stopped. Knitting, on the other hand, fulfils the necessary conditions; a child that has any aptitude for it soon learns to do it automatically and with little use of the eyes; such children are allowed to practise it. The junior children (both boys and girls) are taught paper folding, stick laying, felt weaving in colours, and knitting. The seniors and some juniors are taught modelling maps, rough wood work where measuring can be done with rulers marked with minimum  $\frac{1}{4}$ -inch marks. Advanced basket work is taught according to the advanced scheme on workshop principles (but not including raffia work, which is too fine). Bent iron work is satisfactory, particularly for boys; possibly also the netting of hammocks, tennis nets, etc. For the girls cookery and laundry of a simple kind, just sufficient to give an intelligent insight into the arts of housewifery.

The teaching of manual work to these children is not done with the same object in view that pertains to the teaching of the Blind.

<sup>5</sup> The rubber printing blocks are supplied by Mr. E. M. Richford, Snow Hill, London, E.C.

<sup>6</sup> The scenic canvas is obtainable up to 72-in. wide in two qualities; the better is known as long flax canvas, the inferior as jute canvas. It can be had from Messrs. William Good & Son, King William Street, E.C.



FIG. 3.—This and subsequent photographs are taken at the first class, which has been working for four years. A lesson in physical geography in progress in a class room of the ordinary elementary school. The front row is occupied by the myopes.



FIG. 4.—Arithmetic lesson in the myope class. The teacher has used the long wall blackboard, whilst each child has its own blackboard provided by the myope desk. Note the heavy strong lines of the chalk writing, and the bold upright characters. The ordinary thin-lined, straggly writing of the lecture theatre is quite inadmissible in these classes. Blackboard writing is an art to be cultivated.



FIG. 5.—Girls knitting. They are taught to work by touch and not by sight ; only those who show an aptitude for the work are allowed to practise it.



FIG. 6.—Children learning handicrafts. Any kind of work that will teach manual dexterity with the minimum use of the eyes is admissible ; no work that requires constant observation or the inspection of small parts should be taught.

With the latter the teaching is done with the view of the blind child subsequently earning a living by means of that particular work : basket-making, mat-making, and so forth. With the myopes it is quite different ; these crafts are taught merely as a training in attention and care ; it is not intended that any of them should enter into competition with the Blind in doing these works ; for that reason any particular work of this kind is not continued to the point where rapidity and skill are reached.

The scheme of education in view for the myopes is not merely technical, but general. Many of these children are of high intelligence, and a good general training, with special attention to the development of thought, initiative, a good bearing, and clear speech free from objectionable accent and idiom, will fit them for positions of usefulness and responsibility of the in- and out-door type, such as small traders, collectors, agents, visitors, etc. This kind of occupation presents no risk to the eyesight.

The photographs show the myopes drilling in company with the normal children ; they are also allowed to play with them so far as possible. But many of these highly myopic eyes are very frail and unnaturally susceptible to injury. To give the teachers guidance in this matter, lists are kept of the average and special cases. Those on the special list are limited in their games and drill to the mildest and least risky performances, and during school hours they do not play with the normal-eyed children.

#### THE ROLL OF THE SHORT-SIGHTED.

So far "myopes" have been written of as though they formed the total roll of these classes ; they do not ; one in every three on the roll is short-sighted because of the injury of some earlier keratitis or inflammation of the eye. The presence of these damaged children complicates the arrangements from an educational point of view, for they are rarely of the mental standard of the true myopes. But the classes are a great benefit to them. Cases of relapsing keratitis can rarely, if ever, be admitted to the ordinary school, for the mildest attempt at close work will usually induce a relapse. They do very well with the curriculum of these classes, and get as much education as they are fit to receive or will ever be able to make use of. Further, they are under individual attention ; the teacher learns what are the signs of an impending relapse, and they are sent home on the slightest suggestion of one ; also under present arrangements the medical officer in charge has authority to order certain foods to underfed children (and cod-liver oil is included as a food), so that they are under better conditions than if they were left out of school altogether. There are also a small proportion of children with poor vision arising out of congenital defects. Any educational difficulties arising out of the inclusion of these children with the proper myopes will disappear as the provision for myope classes increases, and with it the possibility of better classification.

The list up to the end of 1912 is as follows :—

Cause of defective vision	Boys	Girls	Total	Cause of defective vision	Boys	Girls	Total
Myopia ... ..	93	103	196	Cataract ... ..	4	2	6
Superficial keratitis ...	16	34	50	Coloboma uvæ ...	2	1	3
Interstitial keratitis ...	7	17	24	Aniridia ... ..	1	—	1
Disseminated choroiditis	2	6	8	Buphthalmia ...	1	—	1
Cerebral defect ... ..	3	1	4	Dislocated lenses ...	1	—	1
Albinism ... ..	2	1	3	Extreme hypermetropia	2	—	2
Purulent conjunctivitis				Muscle defect ...	—	1	1
after exanthemata ...	1	3	4				
Ophthalmia neonatorum	3	6	9	Totals ...	138	175	313

## THE NECESSARY STANDARD OF VISUAL ACUITY.

For the successful working of such classes as these it is obviously necessary that children for whom this mode of education is proposed must have a reasonable visual acuity. In practice it has been found that it is desirable that the standard should be  $\frac{6}{18}$ . When the vision is less than this it is very difficult to prevent the children from peering and groping at their work, and the bad habits of a few will be copied by the many. Children when first admitted almost invariably have the bad habit of getting very close to their work, and the first lesson that has to be learned, and one that has to be the subject of constant reminders, is the necessity of doing all their writing and manual work at full arm's length. It follows from such a standard of visual acuity that all myopes must have satisfactory correcting glasses. Children for whom it is deemed undesirable to prescribe glasses have no place in these classes, but are fit subjects for the schools for the Blind and partially Blind. At the present time a number of children who have only  $\frac{6}{24}$  vision with their glasses are being tried, and it is possible that a fair proportion will be found suitable pupils when their mental intelligence is well up to the average.

## THE GRADE OF MYOPIA SUITABLE FOR SPECIAL TREATMENT.

Questions are frequently asked as to the grade of myopia which should indicate the necessity for special educational treatment. I am inclined to deprecate the setting up of any hard and fast lines of numerical limitation. Each case should be considered on its merits. So much depends upon the age of the child, the progress of the myopia, the fundus condition, and the existing educational attainment of the child. It is obvious that a child aged 7 with 5 or 6D. of myopia is not to be compared with a child aged 13 with 8 or 9D. of myopia. The one is at the outset of its school career, the other at the end. The one case is suitable for immediate and radical change of its school work, the other may be sufficiently met by a modification of its existing school arrangements. So far as any indication can be given by diopters of myopia, it would seem that children with from 5 to 15D. of myopia are suitable subjects for these classes. Those with less than 5D. are fit for the ordinary school with special precautions, such as those indicated under the heading of "easy treatment as regards eye work," those with more than 15D. are suitable for education in the schools for the Blind and partially Blind (with the possible exemption from Braille teaching), unless the fundus conditions are fair and the vision, with a suitable correction, is so good that they can safely take advantage of the myope class. In any case there can

be no doubt that as the knowledge of the existence of this scheme of education becomes widespread, and sufficient provision is made for reported cases, there will be a much greater demand for special educational treatment than at present. And it is possible that the range will be extended downwards, especially for cases of myopia occurring in the earlier years.

#### REGULAR MEDICAL SUPERVISION.

The children who are in these classes are regularly examined by an ophthalmic surgeon at intervals of six months. Each child is examined in a dark room, the refraction worked out, and the fundus condition noted. Subsequently the vision with the glasses being worn, or with any alteration suggested by the previous objective examination, is recorded. The records are kept in a card index, and are ready for reference in any inquiry concerning the work and progress of a child. The result of these repeated examinations was the subject of a paper recently read before the Ophthalmological Society of the United Kingdom,<sup>7</sup> and in that paper will be found details of the mode of recording the fundus conditions and the degree of change in the myopia of eighty children over a period of years. The importance of the systematic examination of the eyes of these children cannot be over-estimated.

The medical officer in charge also exercises a supervision over the educational work of the children. He suggests or inquires into the advantages and possible risks of new methods of work. And in particular he indicates to the teachers those children whose eye conditions are such that they may not do any work entailing the least degree of strain, or join in games or drill in which there is any risk of blows to the face or head. For such the freedom of the playground, common to the whole elementary school, is prohibited; they must play in their own limited area.

In conclusion, the lessons of the experimental establishment of these classes and their extended working are: That a suitable system of teaching myopes can be arranged and carried out successfully. That such classes should never be independent units, nor be associated with existing blind schools, but be formed as integral parts of existing elementary schools. That their success depends almost wholly on the intelligence and initiative of the teachers, who have to do real teaching and not merely to act as a pedagogue to lead the child to the school book. That the training for these children should be general and not merely technical. That classes for these children should be of small size, with an optimum number for each teacher of a dozen, but never more than a score. That there must be a standard of visual acuity of  $\frac{6}{18}$  vision for the children successfully to take a share in the work. That the children must be under regular individual supervision during the whole of their school life.

<sup>7</sup> Harman, "An Analysis of 300 Cases of high Myopia, with a Scheme for the Accurate Record of Fundus Conditions," *Trans. Ophthal. Soc. U.K.*, 1913, xxxiii.

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**Mr. ALFRED WAYNE**, late of 98, Westminster Road, Handsworth, Birmingham, has removed to 39, Oakfield Road, Selly Park, Birmingham.

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The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

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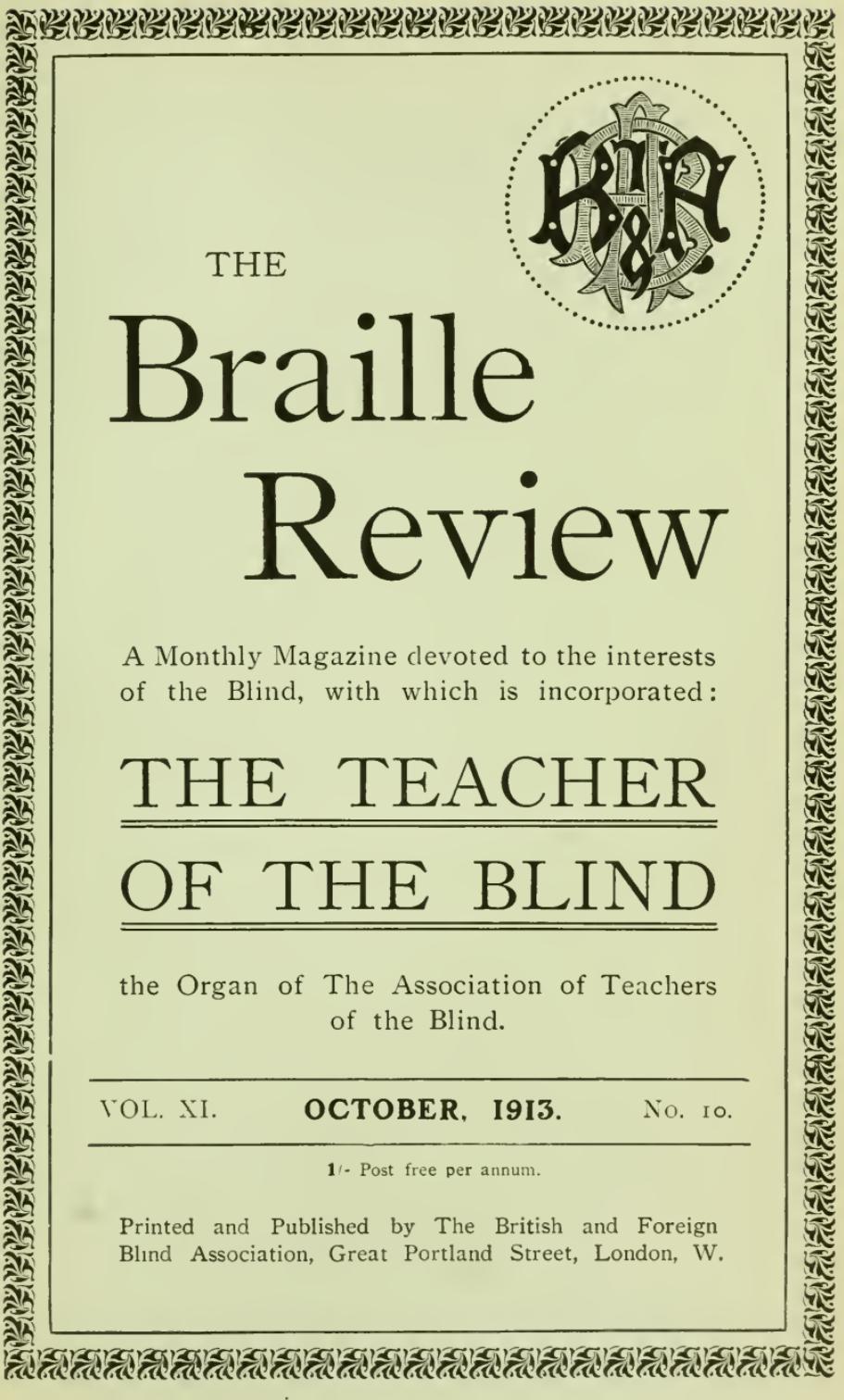


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THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI.

**OCTOBER, 1913.**

No. 10.

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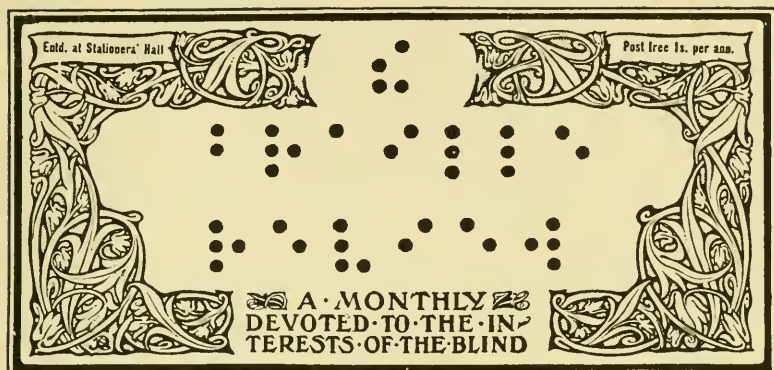
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## **SALE OF WORK.**

THE Sale of Work in connection with the *Progress* fund, in aid of the new Buildings of the Association, will be held (D.V.) on Tuesday, October 28th. in the Presbyterian Church Hall, West Hill, Wandsworth (East Putney). The Rev. Preb. H. E. Fox (late Secretary of the “C.M.S.”) has kindly consented to preside and Mrs. Fox will open the Sale.

For further particulars apply to Mrs. Wood, 16, Schubert Road, East Putney, S.W., who will be glad to receive any contributions either in kind or cash, especially for the household stall and plain needlework.



VOL. XI.

OCTOBER, 1913.

No. 10.

## State Aid for the Blind.

**I**N October, 1912, we published the text of two Bills designed to promote the Technical Education, Employment and Maintenance of the Blind, and expressed the hope that these two Bills might be merged into one. This has now been done, the promoters of both Bills having agreed on the points of difference. The following is the text of the joint Bill, and we hope that all our readers will endeavour by every means within their power to induce Members of Parliament to support the Bill when the time to do so arrives.

### Education, Employment and Maintenance of the Blind (No. 2) Bill.

#### MEMORANDUM.

**T**HE object of the Bill is to provide for the technical education of the Blind by the establishment and equipment of technical schools where necessary, or by contributions to existing schools and institutions for the employment of the Blind; or by the establishment and equipment of workshops where necessary, or by contributions to existing institutions providing work for the Blind; for grants in respect of augmentation of wages earned by persons so employed; for the provision of the expenses of blind persons at institutions or hostels while under technical instruction; for the employment and maintenance of blind persons away from workshops; and for the maintenance of blind persons incapacitated from earning their livelihood.

#### A BILL TO PROVIDE FOR THE TECHNICAL EDUCATION, EMPLOYMENT, AND MAINTENANCE OF THE BLIND.

Whereas many blind persons are unable to provide for themselves adequate technical training or to obtain employment when trained :

And whereas the institutions for the Blind now existing are insufficient to provide technical training and employment for all blind persons capable of profiting thereby :

And whereas many blind persons in consequence of their blindness are unable, when fully employed, to earn sufficient wages or remuneration for their proper maintenance :

And whereas many blind persons are completely incapacitated from earning their livelihood :

Be it therefore enacted by the King's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows :—

1. It shall be the duty of every local authority, as hereinafter defined, from and after the commencement of this Act, to make adequate and suitable provision within such time as is reasonably practicable for the technical training, employment, and maintenance, to the extent and in the manner hereinafter set forth, of every blind person over sixteen years of age resident within the area of such local authority.

2.—(1) For the purpose of providing for the technical training of the Blind every local authority shall establish, acquire, equip, and maintain within its area technical schools for the Blind: Provided that any local authority may, and wherever practicable shall, make arrangements with any schools or institutions for the Blind within or without its area for the provision of such technical training, and for this purpose every local authority is empowered to contribute towards the enlargement, equipment, alteration, and maintenance of such schools and institutions.

(2) The technical training provided under this Act shall be for a period not exceeding five years in the case of each blind person, and shall only be given to such blind persons not exceeding fifty years of age at the commencement of such training as are, in the opinion of the local authority or of the Board of Education on appeal by any person interested, unable adequately to maintain themselves during such training, and capable of receiving and being benefited by such training. Any appeal under this section shall be made and dealt with in accordance with regulations to be drawn up by the Board of Education.

(3) No expense shall be incurred or contribution granted under this section by any local authority until the approval of the Board of Education has been obtained to the amount of such expense or contribution, and to the terms, if any, on which the expense is incurred or contribution granted: Provided that the Board of Education may draw up regulations relating to the incurring of expenses or granting of contributions under this section, and it shall not be necessary for a local authority to obtain the approval of the Board of Education to any expense incurred or any contribution granted in accordance with such regulations.

3.—(1) For the purpose of providing for the employment of the Blind every local authority shall establish or acquire, equip and maintain within its area workshops for that purpose: Provided that any local authority may, and wherever practicable shall, make arrangements with any institutions for the Blind within or without its area

for the provision of such employment, and for this purpose every local authority is empowered to contribute towards the enlargement, equipment, alteration, and maintenance of such institutions.

(2) The local authority shall (so far as is reasonably practicable) obtain or provide employment under this section for each blind person who has completed a course of technical training under section two of this Act, or who satisfies the local authority or a Secretary of State on appeal from a decision of the local authority, that he is able with reasonable efficiency to practise some trade, industry, or employment. Any appeal made under this section shall be made and dealt with in accordance with regulations to be drawn up by a Secretary of State.

(3) If it is shewn to the satisfaction of a local authority that by reason of the age or infirmity of any blind person residing in the area of such local authority, or by reason of the circumstances connected with the carrying on of any trade, industry, or employment it will be to the advantage of such blind person that he shall be permitted, whilst residing in such area as aforesaid, to carry on away from workshop any trade, industry, or employment the local authority may by certificate authorise him to do so, and shall so far as is reasonably practicable assist him in obtaining work in such trade, industry, or employment.

(4) The local authority may on their being satisfied on the report of an Inspector appointed by them to investigate the conditions under which such blind person is carrying on such trade, industry, or employment that it is not to the advantage of such blind person that such certificate shall be continued withdraw such certificate, but no such certificate shall be withdrawn without the local authority giving such blind person the opportunity of being personally heard by them on the matter and any such withdrawal shall be subject to the right of such blind person to appeal to a Secretary of State from the decision of the local authority such appeal to be made and dealt with in the same way as an appeal under sub-section (2) of this section.

(5.) No expense shall be incurred or contribution granted under this section by any local authority until the approval of a Secretary of State has been obtained to the amount of such expense or contribution, and to the terms, if any, on which the expense is incurred or the contribution granted: Provided that a Secretary of State may draw up regulations relating to the incurring of expenses or granting of contributions under this section, and it shall not be necessary for a local authority to obtain the approval of a Secretary of State to any expense incurred or any contribution granted in accordance with such regulations.

4. The terms of contributions approved by the Board of Education or a Secretary of State, as the case may be, may include provision for representation of the contributing local authority on the governing body of the school or institution to which it contributes in cases where such representation appears to the Board of Education or a Secretary of State, as the case may be, to be practicable and expedient.

5.—(1) Every local authority shall make monthly grants to any workshop established, acquired, equipped, or maintained by such local authority, or to any institution towards which such local authority contributes under section three (1) of this Act in respect of each blind person employed in such workshop or institution for whom the local authority has the duty of obtaining or providing employment under this Act, for the purpose of augmenting the wages actually earned by such blind person. The amount of such monthly grant shall be determined in each case by the local authority, but shall not be less than a sum equivalent to a weekly payment of *five shillings* in respect of each blind person so employed, nor more than a sum to be fixed by a Secretary of State in respect of each such blind person. The sums so granted shall be paid by the governing body of the institution to each blind person employed in such workshop or institution.

(2) Every local authority shall also make to each person holding a certificate under section three (3) hereof a monthly grant of an amount to be determined by the local authority but not being less than a sum equivalent to a weekly payment of *five shillings* in respect of each blind person holding such a certificate nor more than a sum to be fixed by a Secretary of State in respect of each such blind person.

6.—(1) It shall be lawful for local authorities where they think fit to provide the expenses of blind persons for whom they are providing technical training under this Act. The amount so provided in any one year in respect of any blind person shall not exceed a sum to be fixed by the Board of Education.

(2) It shall be lawful for local authorities where they think fit to defray the cost of conveying blind persons for whom they are obtaining or providing employment under this Act to or from the workshop or institution where the Blind person is to be or has been employed.

7. Whenever a local authority has made any grant of money to any school or institution under this Act the governing body of such school or institution shall send to the local authority accounts, which accounts shall be prepared, rendered, verified, and audited in such manner as may be prescribed by the Board of Education or by a Secretary of State, as the case may be.

8. Two or more local authorities may combine for the performance of their duties under this Act. Local authorities combining under this section may establish, acquire, equip, and maintain technical schools under section two or workshops under section three of this Act within the area of any of the local authorities so combining.

9. Any local authority which establishes or acquires a technical school or workshop under this Act shall appoint a governing body, consisting of not less than six persons, one half of whom shall be members of the local authority, and who shall be responsible for the management of such technical school or workshop. Where two or more local authorities combine to establish or acquire a technical school or workshop the governing body of such technical school or

workshop shall be appointed by the local authorities so combining in such proportions as may be mutually agreed upon between them.

10. Every local authority shall also make to every blind person who through infirmity or incapacity is unable to learn or to support himself by means of any trade, industry, or employment a monthly grant for the maintenance of such blind person of an amount to be determined by the local authority but being not less than a sum equivalent to a weekly payment of *ten shillings* in respect of each such blind person nor more than a sum to be fixed by a Secretary of State in respect of each such blind person.

11. The provision of any assistance under this Act to a blind person shall not deprive him of any franchise, right, or privilege, or subject him to any disability.

12.—(1) For the purposes of this Act the expression “local authority” shall mean the council of any county or county borough.

(2) The expenses incurred by a local authority in carrying out the provisions of this Act shall be paid in the case of a county council out of the county fund, and in case of a county borough council out of the borough fund or rate.

(3) A county council may charge any expenses incurred by them under this Act on any part of their county for the requirements of which such expenses have been incurred.

(4) A local authority may borrow for the purpose of this Act—

(a) In the case of a county council in manner provided by the Local Government Act, 1888 :

(b) In the case of a county borough council as if the purposes of this Act were purposes for which they are authorised by section one hundred and six of the Municipal Corporations Act, 1882, to borrow.

(5) *The Commissioners of His Majesty's Treasury shall from time to time repay to the local authority out of the moneys provided by Parliament for the purpose one half of the expenses incurred by such local authority in carrying out the provisions of this Act.*

13.—(1) In this Act—

The expression “blind” means too blind in the opinion of the local authority to perform work for which eyesight is ordinarily required : Provided that where any local authority decided that a person is not blind within the meaning of this Act such person may appeal from such decision in accordance with regulations to be drawn up, and to such person or persons as may be appointed by the Board of Education and a Secretary of State :

The expression “Technical Training” means the teaching the practice of any trade, industry, or employment which can be followed by blind persons :

The expression “expenses” when used in relation to a blind person, includes the expenses and fees of and incidental to the attendance of a blind person at a school or institution or technical school as mentioned in section two of this Act, and the expenses of and incidental to the maintenance and boarding out of a blind person while so attending, and the expenses of conveying the blind person to or from the school or institution or technical school as aforesaid :

The expression "Secretary of State" means one of His Majesty's Principal Secretaries of State.

(2) For the purposes of this Act, and for the purposes of poor law settlement, a blind person resident in an institution or boarded out in pursuance of this Act shall be deemed to be resident in the district from which the blind person is sent.

14. In the application of this Act to Scotland—

(1) A reference to the Scotch Education Department shall be substituted for a reference to the Board of Education, and a reference to the Secretary for Scotland for a reference to a Secretary of State :

(2) The expression "local authority" shall mean the council of a county and the commissioners of police of burghs in which there are such commissioners, and in burghs in which there are no such commissioners, the town council.

(3) The expression "county fund" shall mean the general purposes rate, and "borough fund or rate" shall mean in burghs in which there are commissioners of police, the police assessment or in their option the public health assessment ; and in burghs in which there are no such commissioners any assessment levied by the town council :

(4) The borrowing powers conferred on local authorities by this Act may be exercised in the case of a county council under the Local Government (Scotland) Act, 1889, and any Act amending the same, and in the case of commissioners of police or a town council under the Burgh Police (Scotland) Act, 1892, as amended by any subsequent Act.

15. In the application of this Act to Ireland—

(1) A reference to the department of Agriculture and Technical Instruction for Ireland shall be substituted for a reference to the Board of Education, and a reference to the Chief Secretary for a reference to a Secretary of State.

(2) The expression "local authority" shall mean the council of any county or county borough :

(3) The expenses incurred by a local authority under this Act shall be defrayed in the case of a county council out of the county fund, as a county at large charge, and in the case of a county borough council out of any rate or fund applicable to the purposes of the Public Health (Ireland) Acts, 1878 to 1907, as if incurred for sanitary purposes, or out of any other rate or fund which the Local Government Board for Ireland may on the application of the council approve :

(4) The borrowing powers conferred on local authorities by this Act may be exercised in the case of a county council under the Local Government (Ireland) Act, 1898, and in the case of a county borough council under the Public Health (Ireland) Acts, 1878 to 1907.

16. This Act shall come into operation on the *first day of January one thousand nine hundred and fourteen.*

17. This Act shall be cited as the Technical Education and Employment and Maintenance of the Blind Act, 1912.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

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VOL. 1.

OCTOBER 1st, 1913.

No. 10.

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## Editorial.

THE Annual Meeting was a great success. Anticipation is frequently the better part of realization, but our trip to Birmingham fulfilled our rosiest hopes. In this year of beginnings it behoves the Association to do things well, and so far no complaint need be laid at its door.

The Association is especially to be congratulated on its inaugural address. The educational note there struck must be the recurring note of the Association. "Read principles," said Mr. Stone, and no wiser advice could be given. It is a deep saying and worthy of all acceptance, for by his treatment of principles a teacher judges himself and his work. Passing over the "born teacher"—that miracle of innate certitudes—as above or below remark, two kinds remain. There is the man who "gets up" his theory at College, in deference to the urgency of Examinations, who never sees exactly its bearing on school life, and who gladly leaves it behind as a nuisance which he has outlived. He may make a good teacher, in the narrow sense of the word, but in education his right hand knows not what his left hand does. The complacent precision which marks his attitude shows that teaching to him is easy and mechanical, and reveals the depth of ignorance of essentials.

Then there are the teachers who, like all members of the Association, read Principles for guidance, for refreshment, and for reassurance. Education, to them, is difficult because it is so big. They are conscious of many failings, but conscious, too, of the worth of high endeavour. It is only by such teachers that the education of the Blind can be brought and kept in the forefront of pedagogic movement.

Another item of special interest to us personally was the discussion in the business meeting of our Magazine. Articles on branches of school work were demanded, and items of interest in the way of news. Now, since essays on aspects of work in schools for the Blind can only be written by those actively engaged in such schools, we would appeal to members to put their experience into documentary form. They would find the process a clarifying one, and they would also furnish the Association with the Magazine it desires.

## Joy—and Teaching.

By MARION HANDLEY, M.A.

**O**N every hand we hear much of the troubles and trials of teachers, of the difficulties which lie thick-strewn upon their paths, of the nervous strain to which every member of the profession is liable, of the unsatisfactoriness of the social position and conditions of work of the teacher, and of the character of the results produced in the children. How often we see the nervous, highly-strung leader of youth troubled by children; worried by parents; harassed by head-teachers and inspectors, local and government; repressed and bound down by codes, committees, managers, Board of Education.

But for once let us look for a moment at another aspect of the situation. I do not for a moment deny a single detail which I have indicated in the foregoing paragraph, but anything less than the whole truth is surely somewhat misleading, and will any member of the profession, however unfortunate his position may be, deny that there are experiences connected with his work which not only make it worth while, but which make any other kind of work even seem impossible and paltry?

What is it that lies at the root of any feeling of satisfaction, of happiness or joy—if we can differentiate between these?

The gorgeous colouring of a sunset sky, the rounded curves of a mountain slope, the flashing sunlight on the open sea, the clear light from the "star-sown vault of heaven," the petals of a rose, the headless bodies of the Three Fates, the wondrous harmony of a symphony, the death of King Lear, the winning to a race, a procession, the making of a piece of machinery, why do these send the blood coursing through our veins, the light to our eyes, the thrill to every nerve in our bodies, the sense of joy, delight, happiness—what you will—to our souls? Is it not either the satisfaction of some desire of the senses, or the gratification in some specific way of our general delight in power? I have often asked myself why I, personally, have taken delight in particular things, or why others have manifested obvious joy in the same or other things, and always it seems to come to one of those two fundamentals. The evening light falls on the wide open moorland spaces, and wraps itself silently round the distant hills, or the morning sun glints and laughs through the trees, and I know that my eyes have been hungering for these sensations, and my joy lies in their gratification. A difficult piece of work has to be done, either by myself or another, and its success brings the same throb of intense joy. Is it not the consciousness of power which gives rise to this form of happiness? To control outside forces, to be able to use them as an engineer does, is not this the source of much of our deepest joy?

Now my point is, that the teacher's work places him, as it were, at the very springs of happiness. These two fountains are for ever playing for him, and pouring out their sparkling streams of joy; he is present at the very creation of happiness. The teacher has two tasks to perform. First of all he has to give the child opportunities

for enjoying sensations. The sense of sight, of hearing, of touch—and why not of smell, too?—have all to be developed and then fed and satisfied ; and is not this largely the basis of our work in educating little children? We cannot actually create these sensations, but we can and ought to put the child into direct contact with conditions which will give rise to these sensations, and so open out for him, or allow him to discover for himself, the whole of this world of satisfaction which lies at his feet. Dr. Montessori's apparatus is an attempt to do this more completely than it has been done before. These senses are our human inheritance ; we teachers must see that those little human beings placed in our care are not deprived of their rightful kingdom.

And secondly, when the child is able to enjoy the satisfaction of what sight and hearing and touch will give him, when he can respond to colour, and form, and harmony, and rhythm, have we not then to help him to develop the power of control? By the formation of high ideals his desires will be restrained—he will not desire *mere* satisfaction of eye and ear—and by the development of his will he will be able to attain that which his ideals urge him to strive for. Here all the joy that arises from the realisation of power is opened up to the child. The satisfaction of doing things, of making things, of obtaining a correct solution, of seeing a way out, derives its worth, its existence, in fact, to a sense of power. Self-control, instead of being something which limits us, binds us in, ties us down, is that which really gives us freedom. It is this freedom of self-control which we want to lead the children to obtain for themselves. This is what I imagine Dr. Montessori desires when she cries out for Liberty! Liberty! for her children. We are all ourselves in so far as we have this power of self-control, and in so far as we are ourselves, we are happy. In helping children, then, to gain these powers we are present once more at the very creation of happiness.

There is another point I should like to make, too. We teachers have a double pleasure. Sympathy makes us share the child's delight, either in the satisfaction of his senses, or in the development of power. The difficult sum that has "come right," the mastery of a scientific principle, the production of a legible piece of writing, the making of an article, all give us the reflected joy of the child ; and yet again our own wants are satisfied, our own cravings are fed. Is there anything more beautiful than a child?

" Not sunlight scampering over corn  
Were merrier thing.  
A child? A fragment of the morn,  
A piece of spring."

I can think of nothing so pleasant to the sight as a roomful of children. Our sense of hearing is gratified too. Swinburne expressed the thoughts of many when he spoke of a child's laughter :

" Soft and strong and loud and light  
Very sound of very light  
Heard from morning's rosiest height,  
When the sound of all delight  
Fills a child's clear laughter.

Golden bells of welcome rolled  
 Never forth such notes, nor told  
 Hours so blithe in tones so bold  
 As the radiant mouth of gold  
 Here that rings forth heaven.

If the golden-crested wren  
 Were a nightingale—why, then,  
 Something seen and heard of men  
 Might be half as sweet as when  
 Laughs a child of seven."

A modern writer on education gives us this very attractive picture of a child's mind, which is part at least of that with which we have to deal.

"The realm of a child's mind is one of fascinating interest to all its privileged explorers. It has within it 'fairy fountains of the heart,' and quiet gardens of reticence, breezy uplands of courage, and the swift-running stream of imagination as yet untrammelled by experience. It has its 'grassy places' of happy play, and its valleys of the shadow of foreboding sadness. And it has its sunlit heights where the soul of a child is alone with God." And although we are striving to act so that the child will develop his own powers, yet it is impossible for us not to feel that we, too, have a hand in it. We cannot teach a child, but we can help him to teach himself, and when we realise how a word of ours, or perhaps the refraining from giving the word, how our choice of a piece of material or of a book, or any other act in which our personality has come into direct contact with that of a child or of the class, satisfies our sense of power, we enter into the greatest of all joys.

\* \* \* \*

### Some Impressions of the 13th.

**H**AD we been Irish we might have said that our impressions of the 13th began on the 12th, with our arrival in Birmingham and pleasant meetings with Association friends from other towns. Much of the value of such conferences lies on the social side, and in this important particular our Annual Meeting was not without success.

On Saturday morning at 10 o'clock Mr. Thurman received us at the Royal Institution, and himself conducted the party to Harborne. The new workshops appeared the last word in design—light, airy, convenient, and in every respect efficient.

The Kindergarten, too, made a great impression on those who were viewing it for the first time—it was more nearly an approach to the Utopian than many of us had yet seen—class-rooms, dining-room and bedrooms, all were beautiful in design and finish, and all delightfully clean and dainty. Not only so, for, as the Chairman said later in the day, the work that we saw in Harborne corresponded

to the excellence of the building, and Miss Morley is to be congratulated upon her happy little flock. The attractions of the Infant School made us late for lunch and this, in turn, as no self-respecting teacher would dream of hurrying over a meal, made inevitable a late start in the afternoon. As soon as the members could be persuaded to take seats in the gymnasium, Mr. Thurman welcomed us to Birmingham in a kindly and cordial speech. We were all sorry that another engagement called him so soon away.

"An utterance from this chair is no ephemeral production," Sir Oliver Lodge had said in his presidential address earlier in the week. Whether our chairman had something of the same feeling in mind is doubtful, for he is a modest man, but he certainly gave us an address which the Association will be proud to print in its first volume of "Proceedings." As Mr. Campbell said, it was a "human" document. It was not academic in the sense of being apart from personality, for Mr. Stone himself was in and through it all. It had all the qualities, kindness, humour, broad sanity, and acknowledged mastery in theory and practice, that have made him so great a favourite with our teachers up and down the country. The discussion was disappointing, but that was due to the dread of encroaching on the already curtailed time allotted to business, rather than to lack of either material or will. Our programme could with ease have filled two afternoons.

One's impression of the second meeting was that the Association had already had a very active, if short, existence. Its history had been full of work and incident. Reports were given of many doings, some still in process, some already accomplished. The whole tone was keen and businesslike. Discussion of some points had to be cut down, and one obstinate item referred back to Committee, but on the whole the topics were adequately dealt with. It was nearly six o'clock when the end of the long agenda was reached, and Miss Bartlett summoned us to tea—for most of us a welcome change of programme. The business was over, and the air was full of self-congratulation. The numbers were good. Two or three visitors present brought the attendance close to fifty, and when one considers the difficulty of getting away from duties during term, the distances involved, and the straitened circumstances of a post-holiday month, one is inclined to regard the number as quite satisfactory. Our Annual gathering has emphasised the fact that the Association has met with a national response, and that it is broad-based on the co-operation of every member of the profession.

\* \* \* \*

## Notes.

THE Report of the Annual Meeting held at Birmingham on the 13th September will be published as a separate booklet, and it is hoped that copies will be in the hands of members at an early date.

\* \* \* \*

A number of valuable books were presented to Mr. F. C. Hewitt on the occasion on his leaving the resident staff of the Birmingham

Royal Institution for the Blind at the end of July. Mr. Hewitt has been an assistant at the Birmingham Institution for the last three years, during which he has rendered faithful and efficient service. The books subscribed for by the Officers were presented to him on their behalf by the General Superintendent and Secretary, Mr. Thurman, who bore testimony to the esteem in which he was held, and wished him every success in his future career. Mr. Hewitt enters the Day Training College Department of the Birmingham University after the summer vacation.

\* \* \* \*

THROUGH the kindness of Mr. Stone, teachers will, from next month onwards, be able to have their Magazine in Braille. Those desiring the Magazine in this form should send in their names with as little delay as possible.

\* \* \* \*

THAT climate affects character is as well known as that weather affects temper. What is less familiar is that seasonal differences are noticeable even in an Editor's postbag. We have had several communications during the warm months extolling the benefits of open-air teaching. Many country schools have now in their playgrounds three-walled wooden class-rooms, and during a summer like that which we have lately enjoyed such structures must have added no small amount of pleasure to many an otherwise torpid lesson. It would be interesting to know to what extent our blind children have been living out-of-doors since Spring. Information on this point would be gladly received.

\* \* \* \*

OF the classification of children there is nowadays no end. To the medical man even more than to the educationalist do the compartment and the label appeal. A delightful example of this is to be found in the report of the Medical Officer for Bournemouth, recently issued, which has a section on "The Only Child." "Usually old-fashioned and communicative, very affectionate and fearing little, the Only Child is recognisable." Like the Whitehall clerks who direct the variations in headings of the School Annual Returns, Medical Officers must have their little joke.

Of much more interest and utility to teachers in residential schools is the discrimination of the type known on the other side of the Atlantic as the "Institutionalised Child." In this connection Professor Adams says, "Already we have, as the result of our machine-made teachers and our mechanical system, the appearance of a peculiar type of child wherever the home influences are not strong enough to counteract the effect of the educational mechanism." Here, indeed, is food for self-examining thought.

\* \* \* \*

ALL communications for the November issue should be sent, not later than 15th October, to the Editor, c/o The British and Foreign Blind Association, 206, Great Portland Street, London, W.

**STUDENTS DESIRING PUBLIC SCHOOL LIFE AND EDUCATION** in Greek, Latin, Mathematics, Modern Languages, etc., should write for List of Successes and Prospectus to the Headmaster, College for the Higher Education of the Blind, Whittington, Worcester.

A Lady, specially gifted in **reading aloud**, especially to the Blind, would be glad of a few hours' occupation weekly. Apply to M.A.H., 4, Windermere Road, Muswell Hill, N.

Miss WEST, of Clyde Bank, Hayesfield Park, Bath, would be grateful for any **articles of clothing** for a blind man in whom she is interested, also some boots, size 8.

Lady desires post as **Secretary Companion or Companion Housekeeper** to blind lady or gentleman. Good correspondent, needlewoman, thoroughly domesticated, some nursing experience, capable of taking management of house and servants, or would take charge of child. Has had charge of partially-blind boy. Doctors' and other references.—Miss JOHNSON, 12, Gartmore Gardens, Seven Kings, Essex.

**Situation Wanted**, either as private governess to a blind child, or assistant teacher in a school for the Blind. Experience with children; good musical knowledge. Further particulars please apply—D. GILES, Frogmore, West-bury, Wilts.

**"Auction Bridge, with Royal Spades"** taught by correspondence in Braille. Apply—Mrs. WILLIAMSON, 61, Ennismore Gardens, London.

## B. & F. B. H. Publications.

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**What Men live by**, etc., by LEO TOLSTOY. Large size, interpointed, 1 vol. Price 1s. 9d. (By kind permission of Messrs. Walter Scott, Ltd.)

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Conic Sections** (2 vols. from), by CHARLES SMITH. Large size, interpointed. (By kind permission of Messrs. Macmillan & Co.)

**Diagrams to "Mechanics"**, by W. D. EGGAR. 1 vol., price 2s. 6d., post free 2s. 7½d.

IN LETTERPRESS:—

**Revised Braille Shorthand** (Letterpress Edition), price 6d., post free 7½d.

IN BRAILLE:—

Published by the aid of the Embossed Scientific Book Fund:

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. (with diagrams). 1 vol., large size, interpointed. Price 3s. 6d. (By kind permission of the Cambridge University Press).

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Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."



THE

# Braille Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

## THE TEACHER OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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NO. II.

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Printed and Published by The British and Foreign  
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# The Braille Review.

A MONTHLY DEVOTED TO THE  
:: INTERESTS OF THE BLIND. ::

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VOL. XI.

NOVEMBER, 1913.

No. 11.

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## Is Weaving a Suitable Industry for Blind Women?

By HENRY J. WAGG,

Treasurer, Barclay Workshops; Hon. Sec., Barclay Home.

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**I** HAVE been asked the above question so frequently that I think it desirable to publish the results of our experience at the Barclay Workshop for Blind Women, 233, Edgware Road, London, W.

The Barclay Home at Brighton was the first Blind School to take up weaving as an industry for the blind, on the suggestion of the Chairman, The Hon. Mrs. Campion. It was soon felt that it was useless to teach weaving, unless a Workshop could be started to enable girls to earn their own living after they had left the Home, as weaving is not suitable work for a girl to carry on in her own home. As a result, the Barclay Workshop was started in London in 1905. To commence any manufacturing business without capital is a very difficult matter. The Barclay Workshop was launched with the small sum of £250. It has managed to struggle along, but has always been handicapped by having no money with which to carry out experiments. The chief products of the Workshop are: dress materials in wool, cotton and linen; bath mats, towels, household cloths, curtain and table covers. A profit is made on everything excepting the household cloths, which are sold at practically cost price. Unfortunately there is a greater demand for the household cloths than for other goods. When I talk about profit, I merely reckon cost of material and labour, plus 10 per cent. for sundries, and allow nothing for establishment charges. Profit therefore goes towards these charges.

Articles sold during the year ending March 31st, 1913, included 4,280 household cloths, 1,993 yards of roller towelling, 1,628 yards of dress material, 73 bath mats, 103 bath towels, 108 fancy covers, 79 aprons, overalls, etc., and 21 belts. The two largest items in this list were all sold at practically cost price.

It must be remembered that these results were obtained, firstly, without a showroom, and secondly, in London, where there is practically no "local patriotism." It is impossible for me to say whether we should have increased our sale of dress materials if we had a shop window—it is one of the "experiments" my Committee would like to try if they had the capital; nor can I say what difference it would make if the Workshop were not in London.

One drawback to weaving is that it requires a great deal of capital, not so much for the necessary plant and furniture, but to

enable a large stock of yarns of all descriptions to be kept ready to make any materials for special orders ; also a large variety of dress materials to attract the public. A roll of dress material which is not admired and may take several years to sell may be turned out one day, next week another material may be sold out as soon as shown, and have to be repeated several times. The one that does not sell means perhaps the locking up of £6 or £7 for several years. A stock, to be really worth showing, should be worth not less than £2,000 or £3,000.

At present all the girls are paid at piece work rates for weaving, and 2d. an hour for warping, spooling, setting up looms, and other odd jobs.

The following is a typical weekly wage sheet :—

Name: X—X—

Material: Coarse cotton.

Week ending: July 4th, 1913.

Piece Work Rate: 4½d.

			s.	d.
Friday.	Finished healds			
	Wound 1½ lb. of cotton		1	3½
Saturday.	Wound 15 oz. cotton			
	Set up loom			8
Monday.	Wound 12 oz. cotton			
	Set up loom			7½
	Started weaving at 1.30:	1 yd. 27 in.		
Tuesday.		3 „ 18 „		
Wednesday.		4 „ 0 „		
Thursday.		4 „ 18 „		
Total woven		13 yds. 27 ins.	5	2
			Total earned	
			7	9

The girls are all paid 7s. a week, irrespective of what they earn, and the balance is credited to their account and paid to them quarterly, as shown in the following typical card :—

PIECE WORK TOTALS FOR QUARTER ENDING MARCH 31ST, 1911.

Name: X—Y—				Amount earned.			
Week No.				£	s.	d.	
1	...	...	...	8	9		
2	...	...	...	8	5		
3	...	...	...	7	10		
4	...	...	...	8	9		
5	...	...	...	8	4		
6	...	...	...	5	10		
7	...	...	...	8	9		
Carried forward				£2	16	8	
				Total			
				5	3	0	
				Amount paid, 12 weeks @ 7s. =			
				4	4	0	
				Amount now due to worker			
				10	0		

Nearly all the girls either have a pension or receive 4s. a week from their local Board of Guardians, in addition to what they earn. Holiday money at the rate of £1 per head is given to each girl in the summer, and she is paid full wages for bank holidays or any other days that the Workshop may be closed.

Careful account of the cost of manufacturing various materials is taken from time to time. We give three typical cost sheets :—



As regards the question of differentiating between the blind and the partially-blind workers, this is not found necessary. Several of the totally-blind workers earn quite as much as the best partially-blind workers, and some of the best work is turned out by the former.

We have tried several makes of looms, and have come to the conclusion that the best are made in Norway; they cost, including carriage, about £4. These looms are suitable for material up to 48 inches wide on the loom—about 40 inches when shrunk. We should find a better market for our material if we made material 54 inches wide, but this would necessitate the use of a “fly-shuttle,” which we find by experience is not suitable for blind workers.

With regard to the amount of sighted supervision that is required, at the Barclay Workshop we have a manageress and an assistant, who jointly supervise all the work in the workrooms, interview all customers, and do all the book-keeping. At present there are 13 weavers, 3 knitters, 1 sewing machine worker, and 1 general helper; total, 18 blind and partially-blind workers. We anticipate that our present staff could manage a few more, but not many. A char-woman and window-cleaner are also employed at regular intervals.

Looms require rather a large amount of space; one of our workrooms has a superficial area of about 610 square feet, and holds 12 looms of different sizes. The other workroom is about the same size, and has 3 warping mills, with bobbin stands, 3 looms, 3 circular knitting machines, 6 winding stands, 1 burling table, 1 ordinary table, and 1 sewing machine.

I must leave it for the reader of this article to arrive at his own conclusions as to whether weaving is a suitable industry for the blind. We find that our work compares in quality with any made by sighted workers, but hand looms cannot compete with machine looms in open market. I consider weaving is quite as good, if not a better, industry than chair-caning or basket-making from a financial point of view, but am not prepared to give an opinion as to its relative value with machine-knitting or brush-making. If we get a customer whom we satisfy she will probably buy dress material from us every year, but if we made and supplied her with baskets I do not think her demands could be so regular.

All selling has to be retail; no wholesale houses will buy from us. We find our turnover steadily increasing each year, although not quite fast enough. Especially do we require more orders for the dress materials.

\* \* \* \*

[We hope that ladies attending the International Conference on the Blind next year will wear dresses of material woven by the blind. To encourage this, the Committee of the Barclay Workshop for Blind Women, 233, Edgware Road, London, W., are offering a limited number of dress lengths, with a reduction of 20 per cent off their usual prices, to ladies who, at the Conference, wish to wear dresses or costumes made by the blind. Ladies are advised to apply to the superintendent soon, in order to avoid disappointment.—Ed.]

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

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VOL. 1.

NOVEMBER 1st, 1913.

NO. II.

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## The Editor's Book Shelf.

“**N** EITHER a borrower nor a lender be,” said Shakespeare, and thereby displayed a foolishness not in keeping with his reputation. In justification it may be said that he was unaware how far his reputation would expand, and also that he was not referring to books. In so far as we have the expansive ego that includes our friends, we cannot feel that we fully possess a book until our friends have read it too. Browning's *Star* may have been legitimate private ownership, but had the darter in red and blue been between covers, the affair would have been flagrant selfishness.

Of course, we can have saving reservations, and, if a man is known to be a breaker of backs or a scribbler on margins, definite denials. Primitive barbarians of this type there are, and they have harrowed feelings in every age. Wordsworth, when he had borrowed some recent work from the immaculate Southey, thought nothing of cutting its leaves at breakfast with the knife that had already done work upon his bacon. At least, so says De Quincey, but that gentleman could be malicious at times, and exaggerate with unruffled conscience. Moreover, was he not pursued through life with a gnome-like longing to revel in the horrible? On the other hand, cases of equal Calibanism do recur. We have a friend who prefers a well-bound book to any other form of candlestick, and with such an one Shakespeare's maxim is the only rule. Indeed, the divine William, as the Yankees say, might have gone further, and on the heads of such people volleyed the malign warnings concerning stratagems and spoils which he unreasonably vents on those who are honest enough to admit they are not musical.

All this, as will be readily granted, is hopelessly beside the point, but “Books” is an untameable topic, warranted to run away with the best of us. Mr. Birrell's opinion that it is a good plan to leapfrog into a subject over the back of a quotation has played us false, and landed us on slippery ground. Our intention was to have a chat, in a friendly and informal fashion, with the readers of the *Teacher* on some modern works on Education. As the intention is laudable we make another attempt. It may indeed be desirable to

consider the worthiness of the proposal at greater length, and while taking justification as already granted, to suggest some advantages to be derived from such reading. The first advantage, from a personal point of view, is that which would accrue to ourselves. We members of the Association must not forget that we are teachers first, and teachers of the Blind afterwards. Our daily life is one which easily slips into a groove. We become narrowed, and our work falls consciously below our capacity. The cramping influence of classroom routine is a real danger, and one of the best ways to avoid it is to keep a watchful eye upon current educational literature, and upon the best of ordinary contemporary schools.

The second advantage is that which would accrue to our pupils. A blind child is a child first, and a blind child afterwards. From this pregnant platitude it follows that what is best for his education will not be evolved, in normal circumstances, out of the inner consciousness of those who are teachers of the Blind, but must come by literal tradition from the ordinary school outside.

At least it has so come in the past, but our third advantage, and the most attractive, as it is the most ambitious of the set, is that our reading of theory may point the way to improvement in that condition for the future, and make our schools pioneers instead of passive legatees. Instead of inheriting our ideas and methods after the slow process of filtration through the ordinary school, why should we not go direct to the Professors, and try and work out their ideas in our schools? We take it for granted that the Association has not that contempt for the professor, the poor aloof, unworldly, academic professor, which is occasionally to be detected in other regions of the country of the Blind. We take it for granted, too, that the Association is tinglingly aware that we live in a time of glorious renaissance, renaissance along all lines of intellectual endeavour, not least in education.

Let us return to the third advantage. Education is more fascinating, more absorbing now than it has ever been, but one sad feature is noticeable. This is, that for the present theory has outstripped practice. What our professors are preaching in the university is not being worked out, with any degree of adequacy, in the ordinary school. For the present, the times are out of joint, and the average man is more than ordinary Philistine. The whole build of the schools, the size of the classes, the unprogressive atmosphere of the community, and so forth, prevent as yet the new renaissance ideas from bearing fruit. Now, is this not a magnificent opportunity for our Schools for the Blind? Our classes are an ideal size, our children are longer in our care, and freedom of action and initiative are ours to an extent which is rare in an ordinary Council School. Many a teacher, patiently plodding along with his class of fifty or sixty, with Time Table and Scheme of work served out at the beginning of each term like so much chalk and paper, would give the world for such a chance.

We take it for granted—one of the pleasures of chatting to teachers is that one can make such sweeping postulates—that we are agreed in thinking that this divergence of theory and practice is but a temporary phase, an untoward incident of historical progress, and that the bringing of the two once again into line will be effected by the practice being pushed up, and not by the theory being pulled down. We must move forward. As Professor Adams says, “Nature will not bring back the mastodon.” Through lack of imagination he died, so let him rest. We must confess to little sympathy with those who want him again among us.

This, then, is our opportunity. While the ordinary schools are struggling against, or acquiescing in, insuperable obstacles to reconciliation, let the schools for the Blind show the way. It will be a difficult undertaking. Judging by the torrent of new books, educational theory was never so easy to write as in this twentieth century of ours; education was certainly never so hard to practise. It would call upon reserves of hopefulness—discouragement is the lot of the innovator. It would demand strenuousness and sacrifice of ease—but are not these sufficient invitation in themselves? The joys of the pioneer may be lonely, and few and far between, but they are among the great things of life.

*(To be continued.)*

\* \* \* \*

## Notes.

UNTIL this year the Scotch Examination Department made no provision for the Certification of Blind Teachers. Recognition of the Board of Education certificate was freely made, and facilities were granted by means of which Scotch candidates could take the examination for this Certificate at their own schools. When the Board of Education announced early this year that this examination would no longer be held, the Scotch Education Department consulted the Heads of Schools for the Blind in Scotland, both with regard to the Certification of Blind Teachers and special qualifications of seeing Teachers of the Blind. The new Regulations for the Preliminary Education, Training and Certification of Teachers in Scotland contains an additional section (g) to the Article (15) which deals with the classes of persons eligible for admission to Training Colleges. One of these classes now is “Blind (or partially-blind) persons who are candidates for recognition as ‘Certificated Teachers of the Blind,’ and have successfully completed a preliminary course of training approved by the Department and corresponding as near as may be with that for candidates admitted under Section 1 (a) and (b) of this Article.”

The Sections named deal with the period of Junior Studentship or its equivalent. It will therefore be necessary for Blind Candidates who desire to enter a Training College to undergo a preliminary course of Training and Study, and probably to pass some of the Leaving Certificate Examinations of the Scotch Education Department.

No special qualifications are laid down for Seeing Teachers of the Blind. There is a note to Article 51, however, which states that Teachers who have served for three years in such schools and have obtained a recommendation from the Inspector of the District, based upon Reports of the Principal Teacher, may receive upon their certificates an endorsement of special qualifications.

\* \* \* \*

AN interesting account of the School for the Blind at Tokyo has just come to hand. It was in 1895 that five gentlemen organised in the Japanese capital a philanthropic society which led to the founding of a school for the Blind and Deaf. At first it seems to have been intended to work in dependence on the Lutheran Missionary Church, but this idea was given up in favour of a more comprehensive scheme. Subscriptions came readily, and in 1880 the first School was opened for the admission of blind and deaf pupils. In 1885 the State took over the responsibility of maintenance and management. In 1890 the Institution was removed to a healthier site, and in 1908 an Imperial Edict separated the school for the Blind from that for the Deaf. The former is now a handsome two-storeyed building, with a school house accommodating seventy, and a large open playground. The number of pupils, including some over twenty years of age, is at present 168.

The rules of admission strike a western eye as unfamiliar and, when pictured out in European terms, even ludicrous. Thus, each new arrival must bring with him "entire beddings, including night-gowns," as well as a bookcase and desk! After such exertions, physical culture in the school must be superfluous.

\* \* \* \*

ON 1st October a Swimming Gala was most successfully carried through by some of the senior boys of Henshaw's Blind Asylum. The lads had attended the municipal baths in the early mornings of the summer months, and had made remarkable progress. The programme included many varied items, and some comic relief was introduced by one or two races in coracles, which had been designed and made by the pupils themselves.

\* \* \* \*

WE would most warmly congratulate Mr. B. Lloyd on his appointment to the Head Mastership of the School for the Blind at Bristol. Mr. Lloyd began work among the Blind in Birmingham, and came to Manchester in March. His promotion has been rapid, but he has already won an abundance of golden opinions, and many good wishes will go with him to the work of greater scope and responsibility that lies ahead.

COPIES of the Report of the First Annual Meeting of the Association of Teachers of the Blind can now be purchased (sixpence, post free), from the Hon. Sec., 79, Humphrey Street, Old Trafford, Manchester.

\* \* \* \*

CONTRIBUTIONS for the December issue should be sent, not later than 15th November, to the Editor, c/o The British and Foreign Blind Association, 206, Great Portland Street, London, W.

\* \* \* \*

## Review.

"An Introduction to Psychology" by J. H. Wimmis, M.A., B.Sc. Published by Charles & Dible (price 2s.). The need of such an elementary work has been felt for some long time, therefore we must congratulate the author of a treatise which cannot fail to prove of sound educational value. The information is clearly presented, is arranged upon natural lines, and although only intended as an introduction, it is nevertheless very broad in its treatment. The main principles, so essential to the teacher, are wonderfully complete, and fully dealt with, while the scientific terms are introduced in such an interesting manner that we feel assured that this little work will create an interest for a deeper study of this important subject. One portion, "Some facts about the mind" (chap. 2) is very comprehensive, and will be found exceedingly helpful and stimulating. We have no hesitation in recommending it to the attention of all interested in the practical work of education, for under its guidance we are led to "know the child." A word of praise is also due to the publishers for issuing the book at the moderate price of 2s.

We strongly advise those Teachers of the Blind who intend to sit for the College Diploma to make use of this manual. It covers the same field as "Talks to Teachers on Psychology," by James, but deals with the subject in a different manner, and also on a more scientific basis. The two works read in conjunction cannot fail to create sound principles, obtained with a minimum of labour.—L.S.S.

\* \* \* \*

## Correspondence.

100, Castle Street, Glasgow,

14th October, 1913.

The Editor, Dear Sir.—In response to your request for information regarding open-air teaching of blind children, I should like to say that it has been most successfully carried out in this Institution since the beginning of summer.

All the classes, except those for typewriting and technical work, were taught on the roof-garden and in the playgrounds. No special wooden erections were used, and only on very few occasions were the lessons interrupted by a shower.

During the eight weeks vacation which forty of the pupils spent at our Seaside Home on the Gareloch, they lived entirely in the open-air. Their days were filled up with bathing, boating, rambles, and excursions by steamer to various places on the Firth of Clyde. The first few days were wet, but in the last seven weeks only seven meals were served indoors. — I am, Yours truly, JESSIE WALKER (Head Teacher).

\* \* \* \*

Institution for the Blind, Swansea,

15th October, 1913.

The Editor, Dear Sir.—I expect some teachers belonging to our Association already know of the "*Teachers' World*," but may I recommend it to those who do not take it or any other Teachers' Magazine? It will both give, in a measure, the wider interests for which we all wish, and be a thorough help and inspiration to any who wish to work upon the true lines of education.

Ever since the introduction of new Braille, and the necessary prohibition of the old Star Reader as a class reading book, my colleagues have felt the serious want of a suitable reading book for the middle classes. We are now sending to Edinburgh for specimens of the Prince Readers, but I know of no other middle school reader, except the Preparatory and Junior Temple Reader, that is published in Braille.

I think, myself, that the Temple Readers are excellent, especially when children have gained a thirst for reading, but what we want is a graded Reader to instil them with the principles.

We should be very grateful for any help or suggestions on this matter.—Yours very truly, N. B. PREEDY (Head Teacher).

\* \* \* \*

## College of Teachers of the Blind.

### HISTORICAL ESSAY COMPETITION.

1. In order to encourage research in the History of the Education of the Blind, the College desires to offer a Medal for the best original Essay on the following subject :—"The History of the Education of the Blind prior to 1830."

2. The Competition is open to all.

3. Essays must not exceed 5,000 words in length, and should be typewritten on one side of the paper only.

4. Essays must not bear the name of the Competitor, but should be distinguished by a nom-de-plume or motto. A closed envelope containing the name and address of the Competitor and the nom-de-plume or motto should be forwarded with each Essay.

5. Essays should be in the hands of the Hon. Registrar of the College, care of The British and Foreign Blind Association, 206, Great Portland Street, London, W., not later than 31st March, 1914.

6. The Prize Essay will become the property of the College.

7. The College reserves the right to withhold the prize, should no essay be, in its opinion, of sufficient merit.

## SCHOLARSHIPS.

The next examination for Gardner Trust Scholarships, tenable at the Royal Normal College for the Blind, Upper Norwood, S.E., will be held from 5th to 8th December inclusive. For particulars apply to the Principal.

## B. & F. B. H. Publications.

### *In Preparation.*

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Conic Sections** (2 vols. from), by CHARLES SMITH. Large size, interpointed. (By kind permission of Messrs. Macmillan & Co.)

**Diagrams to "Mechanics,"** by W. D. EGGAR. 1 vol., price 2s. 6d., post free 2s. 7½d.

### NEW DANCE MUSIC:—

**Fairy Dream** (Valse Cotillon), selected and arr. by AUBERY WINTER. Price 4d., post free 5d. (By kind permission of the publishers, Messrs. Hawkes & Son, Denman St., Piccadilly Circus, W.) (*Ready Nov. 15th.*)

**The Wedding Glide** (Two-Step), by L. HIRSCH. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. B. Feldman & Co., 2 & 3, Arthur St., New Oxford St., W.) (*Ready Nov. 15th.*)

**Oh, you Beautiful Doll** (Two-Step), arr. by JOHN NEAT. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. B. Feldman & Co., 2 & 3, Arthur St., New Oxford St., W.) (*Ready Nov. 15th.*)

**The Break o' Day** (Barn Dance), by EILLE NORWOOD. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. Banks & Son, 2, Stonegate, York.) (*Ready Nov. 20th.*)

Several other New Dances will be published shortly.

### *Now Ready.*

Published by the aid of the Embossed Scientific Book Fund :

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. (with diagrams). 1 vol., large size, interpointed. Price 3s. 6d. (By kind permission of the Cambridge University Press.)

**Hymns Ancient and Modern.** Small size, interpointed, 8 vols. Price 2s. 3d. per vol.

**Tunes for the above.** Large size, interlined, 2 vols. Price 3s. 9d. each vol.

**Index to Hymns and Tunes.** In 1 vol., price 2s. 9d., post free 2s. 10½d.

**Education, Employment and Maintenance of the Blind (No. 2)** Bill (reprinted from *Progress*). Price 2d., post free 3d. In letterpress 1d. post free.

**The Scripture of Truth**, by SIDNEY COLLETT. Large size, interpointed, 3 vols. Price 3s. each vol. (By kind permission of the Author).

**New Testament in Modern Speech**, Dr. WEYMOUTH'S translation, large size, interpointed :

St. Matthew, 2 vols., price 2s. 3d. each.

St. Mark, 1 vol., price 2s. 6d.

St. Luke, 2 vols., price 2s. each. (*In preparation.*)

**The Coming of the Lord** (reprinted from *Channels of Blessing*), paper covers, price 6d., post free 7d.

**Supplement to the "Braille Musical Magazine,"** Vol. I., now ready (October, 1912, February, June, 1913), price 3s., post free 3s. 1½d.

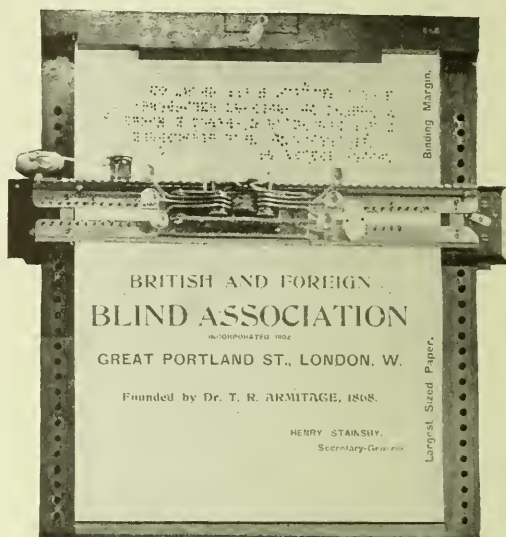
IN LETTERPRESS:—

Revised Braille Shorthand (Letterpress Edition), price 6d., post free 7½d.

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THE  
Braille  
Review

A Monthly Magazine devoted to the interests  
of the Blind, with which is incorporated:

THE TEACHER  
OF THE BLIND

the Organ of The Association of Teachers  
of the Blind.

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VOL. XI.

**DECEMBER, 1913.**

NO. 12.

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in Greek, Latin, Mathematics, Modern Languages, etc., should write for List of Successes and Prospectus to the Headmaster, College for the Higher Education of the Blind, Whittington, Worcester.

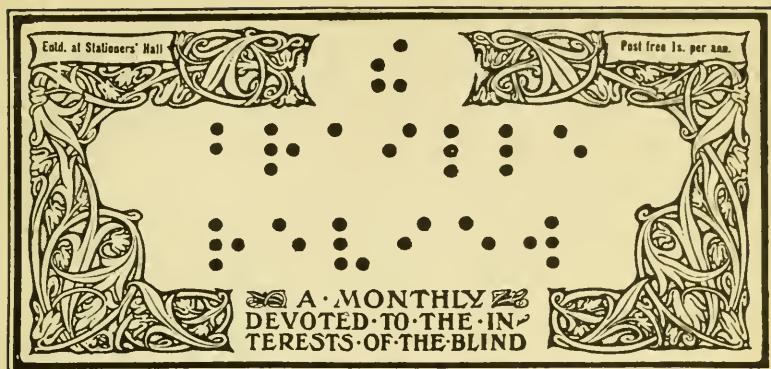
**Sighted Lady** requires a few lessons in **Basket-making**. Would be glad to hear from a blind worker within easy reach of Putney.—Miss BROWNE, 85, ERPINGHAM ROAD, PUTNEY, S.W.

**Blind Persons** requiring rest and change are received at the **Hawtree Holiday Home for the Blind** for periods of a fortnight at 8s. per week. Shorter or longer periods, apply Secretary or Matron, 8, CAMPER ROAD, SOUTHEND-ON-SEA.

[2]

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**WANTED** an Instructor in Mat-making, one with a knowledge also of Brush-making preferred. Write, stating wages required, to the Superintendent, South Devon and Cornwall Institution for the Blind, Plymouth.



VOL. XI.

DECEMBER, 1913.

No. 12.

## The Blind in Ireland.

By W. ROCHFORD WADE, M.A.,

Dublin Secretary of The British and Foreign Blind Association.

**A**CCORDING to the Census Return for the year 1911 in Ireland, we find the following :—

The total number of the totally blind is given as 4,312, but this is making allowance for those who were afterwards by special inquiry found to be only partially blind, or allowing for those who very naturally declined to fill the form asking for special information which was to be given to the Enumerators. The original number of the Blind according to the Returns of Form A was 5,621, but taking the number as 4,312, that shows an increase of 59 since the previous Census.

The proportion of the Blind to that of the gross population seems to have still increased, as it now stands at one in 1,018, whereas the previous Census figures were one in 1,048. Slightly over 76 per cent. were aged 50 years and upwards, and 14·9 per cent. were over 80 years of age, whereas the Blind under 20 years of age were one in every 25·5, thus showing that there has been a steady decrease in the Blind under 20 years, as in the year 1861 the proportion was one in every nine.

As to education, it would appear that there were 65·8 per cent. of the Blind who were educated either before they became blind or subsequently, thus showing there has been a steady increase in the education of the Blind, as these educated Blind in 1861 were only 42·8 per cent.

With regard to the employment of the Blind, the occupations given in the Returns are in the following order as regards numerical strength: Farmers 506 (431 males and 75 females), labourers 394 (367 males and 27 females), knitters 253 (females), basket-makers 190 (172 males and 18 females), servants 179 (7 males and 172 females), housekeepers 86, musicians 85, factory workers 36; pensioners number 48. The following are given amongst the occupations: architect; auctioneer; baker; billposter; blacksmith; boot and shoe maker, boot and shoe dealer; brass finisher, brass founder; bricklayer, mason; builder, contractor; brushmaker; butcher; cab driver, car driver; cab owner, car owner; carrier; cabinet maker; caretaker; carpenter; cattle dealer; charwoman; chemist and druggist; chimney sweep; clergyman; commercial clerk, law clerk, civil service clerk; coach, car, tramcar, bicycle makers; coal porter; cook (not domestic); cooper; county official; dealer (undefined); draper; dyer; embroiderer; engine and machine maker; fancy goods dealer; forester; fireman, stoker; fishmonger; fruiterer; gardener; glazier, painter, paper-hanger; grocer, vintner; herdsman; horse-trainer, horse dealer; hospital nurse; iron worker; lace maker; laundress; lodging-house keeper; mat maker; machinist; miller; milliner, dressmaker; miner; net maker; nailor; nurse-tender, midwife, monthly nurse; newspaper agent; nun; pedlar; plasterer; policeman; porter, messenger; printer, lithographer; rag gatherer; seaman, seafaring persons; seamstress, shirtmaker; shop assistant; ship's carpenter; shopkeeper; soldier; stone-cutter; student (undefined); solicitor; tailor, tailoress; teacher, schoolmaster; tinsplate-worker; traveller, agent; timber merchant; waterman; weaver; wood-turner. But it must be taken into account that these occupations do not necessarily mean present occupations, as these returns come under the head of "past or present occupation." There were 2,100 persons who did not fill in their "Occupation," these being about half the total Blind.

Besides the total of Blind as above, there are 11 institutions for the Blind, which have a total accommodation for 767 persons, but at the date of the Census they only contained 599. This is an increase of 174 over the previous Census, and curiously enough the number of totally blind from birth is also 174.

As to the Pauper blind, the total in the present Census stands at 643, divided amongst 158 workhouses. Of this number exactly 300 are uneducated, while there are only nine persons under 20 years of age who are capable of being educated.

The proportion of those whose blindness is congenital to that acquired is 1 to 22.1, which is the same ratio as in the previous Census.

Of the causes of blindness, we find that those from cataract and mechanical injuries have largely increased, whilst those from ophthalmia and small-pox have decreased.

It appears that the largest number of the Blind became so after the age of 60 years, viz. :—1,556, whilst those between 40 and 60 were 789, and between 20 and 40, 728, while those under 20 numbered 836, and those blind from birth, as mentioned above, 174. These, with 229 who failed to state their age, make up the total number of 4,312, as previously stated.

It is interesting to note that both in this Census and in the previous one, the period when most people became blind was at the age of 65 and under 70, the number from 1911 being 409, whereas that of the previous Census was only 276, thus showing marked increase of blindness in those of riper years.

From the foregoing particulars it will at once be seen that the Blind are able to hold their own in almost every occupation, provided the public generally will assist them in giving them employment.

## PROVINCE OF LEINSTER.

County.	Blind.	Partially Blind.	In Workhouses.	Proportion. One in every
Carlow ... ..	24	5	13	971
Dublin ... ..	125	41	2	1,357
Dublin County Borough ... ..	226	85	83	985
Kildare ... ..	36	17	11	1,417
Kilkenny ... ..	71	19	7	961
King's ... ..	53	18	20	778
Longford ... ..	29	12	7	1,217
Louth ... ..	40	10	2	1,515
Meath ... ..	38	10	9	1,384
Queen's ... ..	40	14	9	1,114
Westmeath ... ..	41	14	7	1,249
Wexford ... ..	105	33	14	859
Wicklow ... ..	43	20	4	1,291
Totals ... ..	<u>871</u>	<u>298</u>	<u>188</u>	Av. <u>1,097</u>

## PROVINCE OF MUNSTER.

County.	Blind.	Partially Blind.	In Workhouses.	Proportion. One in every
Clare ... ..	101	36	27	814
Cork (including County Boro')...	493	160	101	660
Kerry ... ..	164	46	25	844
Limerick (including County Boro')	132	106	61	741
Tipperary ... ..	143	55	46	806
Waterford (including County Boro')	87	67	17	807
Totals ... ..	<u>1,120</u>	<u>470</u>	<u>277</u>	Av. <u>741</u>

## PROVINCE OF CONNAUGHT.

County.	Blind.	Partially Blind.	In Workhouses.	Proportion. One in every
Galway ... ..	131	59	29	1,138
Leitrim ... ..	53	15	5	1,096
Mayo ... ..	132	51	9	1,362
Roscommon ... ..	69	25	11	1,174
Sligo ... ..	62	26	3	1,216
Totals ... ..	<u>447</u>	<u>176</u>	<u>57</u>	Av. <u>1,212</u>

## PROVINCE OF ULSTER.

County.	Blind.	Partially Blind.	In Workhouses.	Proportion. One in every
Antrim ... ..	162	42	9	1,133
Armagh ... ..	107	29	7	1,055
Belfast County Boro'	310	81	51	1,071
Cavan ... ..	68	19	10	1,168
Donegal ... ..	109	40	9	1,428
Down ... ..	154	44	4	1,293
Fermanagh ... ..	49	14	2	1,212
Londonderry (incl. County Boro')	97	51	7	1,352
Monaghan ... ..	47	10	11	1,231
Tyrone ... ..	113	29	11	1,150
Totals ... ..	<u>1,216</u>	<u>359</u>	<u>121</u>	<u>1,183</u>

The total under the heads "Blind" and "In Workhouses," plus 15 stated in the Census under "Other Places," gives the grand total of 4,312.

[Mr. Wade will be glad to hear from those Blind workers who desire occupation or increased occupation, as he has started a Register for blind workers in Ireland. He will always be pleased to hear from employers who are willing to give the Blind employment in the different occupations, and would put them in communication with the workers. There are no fees whatever in connection with this Register. His address is 66, Lower Gardiner Street, Dublin.—EDITOR.]

\* \* \* \*

## Correspondence.

To the Editor, *Braille Review*.

SIR,—May one who interests himself in your Society and the greater pleasure which may be derived by those it specially works for in Art and Literature, suggest that in the magazines and books which you are publishing in connection with your great libraries there might be a larger amount of up-to-date information, if certain of the black and white artists and their publishers could be approached on the subject of allowing their works, when they present strongly-marked contours and silhouettes, to be represented in your magazine. The modern deep-cut stereo, with very little exaggeration, if any, could be made to yield raised outlines which the delicate fingers of the Blind could appreciate, and the new series of raised maps showing the contouring and relieved surfaces are thoroughly appreciable without Braille dots. A graduation from a series to a complete line, and to raise modelled surfaces may not prove out of the usual course; even in the operating room itself the Kodak tank and its analogues may yield with the swelled gelatine process suitable relief which may prove more artistic, and giving the pleasure of a more delicate gradation and being moulded under suitable conditions by the same operators who emboss the diagrams bearing on current affairs. Those accustomed to the Moon type are already accustomed to the small continuous

outlines, and delicacy of touch comes with use. We have still with us many capable artists who use commercially the silhouette in portraiture, and the delicate fingers of those who can cut out whole hunt scenes might perhaps if approached lend assistance to giving those who can only hear of such events a nearer approach to realization of their character. The Chinese shadow figures of Caran d'Ache might perhaps, with many others of the same kind, both ancient and modern, be reproduced, or current affairs be produced so as to keep the workers acquainted with the happenings of the day.

In the same manner as Books are contributed to the British Museum, so could reliefs and contoured designs be contributed to the great central and local libraries for the use of the Blind. The modern advertisement is not solely represented on the hoardings, but show cards in relief, in strong and delicate contrast, are produced which are worthy to find their way into many collections, public and private, and there probably might arise a devoted staff which could render, under due guidance, representations of objects and affairs which appeal so much to the artistic sense of the sighted, and form topics of ordinary conversation. Perhaps graduated films and reliefs similar to those introduced by Professor Dussaud of Paris (Refer to *Popular Mechanics Magazine*, July, 1913, page 41) may find their way into the collection of some public-spirited corporation for the use of taxpayers and others, in rooms set apart for their study, and perhaps, as a relief, conversational graphophone magazines may be subsidized and quietly studied in comfort, as music is at a penny a head in the Pathé Salons, Paris. By such means it might be possible for any one who came into a theatre or a place of public amusement to know exactly the attitudes, and to take an interest in the action which accompanies the words they hear, thus enjoying a sort of chrono-cinetoscope with the pictures in relief in any size and projection they can follow. Might it not be suggested also the reliefs turned out by art schools might find their way in some form handleable without damage from any fingers. Perhaps light tintypes or celluloid reliefs might suit the purpose and, constantly changed, supply a sort of pleasure and education for those to whom touch and description convey information, for where reliefs and non-raised work is placed, it can convey nothing save by description to those only able to appreciate by touch. The schools of art may perhaps be able to work in concert with those of varied talents and education who are found in those places which are intended primarily for the sightless. Yours faithfully, with best wishes for the progress of your work, FRANCIS ARTHUR HERON.

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THE Braille System of Embossed Shorthand, revised edition, is now published by The British and Foreign Blind Association in ink-print for the use of sighted teachers of the Blind and others interested in it. It is a beautiful specimen of the printer's art. Price 6d. per copy, post free 7½d.

# The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION  
:: OF TEACHERS OF THE BLIND. ::

VOL. I.

DECEMBER 1st, 1913.

No. 12.

## Some Difficulties—and a Few Suggestions.

By SYDNEY ROBINSON,

Birmingham Royal Institution for the Blind.

TO be quite frank at the very outset, I must confess that I had almost given the title "My Difficulties" to this little article.

But, on second thoughts, this sounded so aggressively personal that I decided to substitute for it the more general one given above. And yet, as regards the CONTENT of the article, this rejected title gives the truer indication, for, since I can speak only of such difficulties as I have myself experienced, all that are recorded here must of necessity be "mine." However, the substituted heading has the all-important advantage that it establishes some sort of a *differentia*, and therefore, in a far more logical way, expresses the PURPOSE of the article. And what is this logical purpose? Not in the least to enumerate all or any of my own difficulties as such, but simply to select from their large number such as I think *may be*, in their occurrence and implication, "general" rather than "specific," "wide" rather than "restricted." The words "may be" have been written in italics intentionally so as to anticipate criticism—I don't claim that my selection will be acceptable to all or even to the many, neither do I suppose for one moment that my suggestions as to methods of dealing with the same will satisfy a larger number of readers. On the contrary, I sincerely hope such will not be the case, or else my sole object in writing this will be defeated. I am aiming at starting a discussion; what was said by various members at our Annual Meeting only strengthened the conviction long held that such is what is greatly needed. Accordingly I decided to write such an article as this, trusting that others of greater experience, and better able to speak, would feel disposed to take the matter up. For the sake of simplicity and clearness I have classified the various points under three general headings.

I.—DIFFICULTIES CONCERNED WITH THE CHILD TO BE TAUGHT. Under this heading I would include all those purely personal troubles which from time to time arise between the teacher and the scholar. But I think we shall all agree that the majority of these are "specific" rather than "general" in their import, and so fall outside the province of this article. However, let us remind ourselves, in passing, that in battling with difficulties such as these, due allowance must always be made for what is termed "the personal equation": and I doubt whether we teachers invariably do so. We are apt to forget that scholars, just as much as teachers, are first of all individuals—the fact that they are "in" a certain class in some school or other comes only second. So often do we refer to the

fifteen, or thirty, or perhaps sixty pupils in our charge as a "class"—we say that Class I. is doing well in Arithmetic, or Class III. is backward in Geography (and conditions make such generalisations a necessity)—that we almost lose sight of the fact that every child is a class in himself. Let us never forget that, to a greater or a lesser degree, every new scholar must prove a fresh difficulty to the teacher, and, equally so, *every new teacher must prove a fresh difficulty to the scholar.*

Passing on, I think that the greatest difficulty one has to contend with when one first commences the work of teaching the Blind is that of getting the right "point of view." Generally speaking, we enter the work painfully ignorant of the type of child it is our lot to teach; indeed, we are in a far worse plight, for we entertain all sorts of wild ideas as to the child's manner of life, and cherish most peculiar notions about the nature and possibilities of the faculties with which he is endowed. Not to speak at all unkindly, we fondly imagine at this early stage that we are in charge of a being who is unique in every way, more fearfully and wonderfully made than any of the rest of us. The sooner we rid ourselves of these foolish misconceptions the better, for in retaining them—did we but know—we are doing our blind pupils a great injustice, robbing them of the greatest asset they have: their common humanity. Similarly, just as surely is it necessary for us to give that word (so dear to the heart of the sentimental public) "marvellous" a prolonged holiday, and bid a long farewell to the popular notion that all blind pupils are destined to become either eminent organists or "blind-tea" agents. These are but preliminaries, and I wish that some one, possessed of a pretty wit, who is in the "know," would write a pamphlet entitled "Advice to those about to become Teachers of the Blind," and so put these little matters right for ever. But having successfully come through this ordeal, the real difficulties begin. To my mind they are mainly of a psychological nature. We are fully aware that before we can hope to *teach* our pupils we must thoroughly *understand* them: the young teacher soon asks the pertinent question, HOW? There is the whole problem in a nutshell; what available means are there to aid us in obtaining the all-essential understanding? Certainly, the formal text books we have of necessity studied can help us much; what James, Sully, Herbart and others have to say upon such fundamentals of psychology as "Action and Reaction," "The Laws of Habit," "The Association of Ideas," "Interest and Attention," "Apperception," etc., must prove helpful if we will but heed. Yet, even so, one feels all the more certain that such do not entirely satisfy our own special need. For, since our pupils are limited in their capacity for receiving sense impressions, our need must be special, demanding special consideration and treatment. Revised conceptions of psychology are absolutely essential, and I would suggest that what we are really needing at the present moment is the solid foundation of a Modified Psychology upon which to erect the structure of our educational system. Such matters as "Apprehension and Responsiveness," "Memory Training," "Interest," "Voluntary and Involuntary Attention," do demand scientific and lucid treatment, strictly

from the standpoint of the blind pupil. Then—and then only—can we hope to understand the child aright and, understanding him, set out upon the great task of educating him. Had I the time I should like to go into this all-important matter much more fully (especially the fascinating question of Apprehension and Responsiveness), but must content myself for the nonce with this brief reference and hurry on.

II.—DIFFICULTIES CONCERNED WITH THE MATTER TO BE TAUGHT. Obviously, the nature of the matter to be taught will be very largely determined by the character of the modified psychological principles we are seeking to formulate, and therefore no final word is possible until such have been definitely established. My own strong conviction is that the *purely educational* side of our work has been unduly overshadowed by two admittedly important questions: Braille, and what have been admirably styled “The Bread Studies.” In touching upon the question of Braille I am most anxious not to give offence to those who have worked so well in the past in its behalf, neither do I wish in the least to take away from the value and efficiency of the splendid work accomplished. But, writing as a teacher to fellow-teachers, I am simply desirous of emphasising the fact that we, as educators, do not sum up the whole matter of the education of the Blind in the word Braille. Granting the absolute necessity of having this, the mechanical part of our equipment, as perfect as it can possibly be made, that is not to say that education ends here. Indeed, it is precisely here where it begins, for it is at this point that the *art* of teaching enters in. A workman having mastered the best of tools has still to depend upon his own ingenuity and skill to produce by means of them the most artistic results. The difficulty for the young teacher seems to lie here: he becomes so interested and wrapped up in his “tools,” and the use of the same, that he is in danger of making a means to an end an end in itself. A knowledge of Braille will never make a teacher of the Blind—it gives him a better chance of becoming one if his gifts lie in that direction.

Turning to the “bread studies”; again there appears to be a like confusion of terms in our reasoning upon matters educational. In this case, too, we have to admit (and we do so most gladly) that a vast amount of good work has been done in the direction of making it possible for the Blind to become a self-supporting section of the community—and we teachers must see to it that we help on this great cause whenever we can. But, to my mind, it is because we are anxious to help in this direction that we need to watch ourselves all the more closely, lest we make the vital error of allowing our sympathies to get the better of our judgment. If we are to keep faith with ourselves, we must hold fast to the great truth that education is much bigger and far more comprehensive a thing than a mere training for a livelihood. We must be constantly reminding ourselves that our schools are not merely preparatory workshops, that we are not simply advance agents for solely business concerns. For upon us teachers (and upon none else) rests the grave responsibility

of ensuring that our blind pupils, in common with their seeing fellows, have that which, after all, is but theirs by divine decree—"Life";—and that they have it more abundantly."

In determining, then, what shall be the "Matter" of our educational system, these are the essentials: greatness of perception and loftiness of vision. Let us never persuade ourselves that, because our own pupils are somewhat limited in their means of acquiring knowledge, we, their teachers, must in like manner limit ourselves in what we are to teach them. Indeed, just the opposite is the truth; for we must see to it that their limitations are more than compensated for in the wealth of our own resourcefulness and the perfection of our skill. Moreover, it must be fully realised that the seeing child learns as much out of school by personal observation as he does in; hence, more still will be dependent on us if our scholars are to be equally well-informed and mentally alert. I have not the time—even supposing I had the ability—to go any further into the question of what should, and what should not, constitute our curriculum. Each item, of necessity, demands special consideration and treatment. Also, such matters as the "Concentration of Studies," and the "Correlation of Studies" are, I think, of the utmost importance, since "Memory" plays so important a part in all our teaching. I am desirous, however, of briefly touching upon one subject of the curriculum, viz., "Literature." And I do this because I feel very strongly that it is THE subject of all that we have to teach—like Tennyson's "Brook," subjects may come, and subjects may go, but literature, and the love of literature, go on for ever. It is not given to the majority of blind pupils to carry away with them into the larger life beyond school what skill they have acquired in such subjects as mathematics or science (generally speaking, facilities are lacking them), but a love of books, ability to read and understand them, a taste for the finer things of the world's great heritage—these are of lasting value. Many pleasures which we enjoy after our school days are over (such as beautiful scenery and pictures) are not for them when they grow up into the fuller life, but this one thing they really can enjoy. One enthusiast has said that "Literature is life"; certainly, as far as they are concerned, it may well prove to be so, for, loving and knowing how to appreciate books, they may spend many otherwise weary hours ransacking "Kings' Treasuries," walking in "Queens' Gardens," enraptured and enchanted, people after John Ruskin's own great heart.

III.—DIFFICULTIES CONCERNED WITH METHODS OF TEACHING. In his admirable inaugural address our chairman advised us all to "read principles," to which we all assent. However, as I sat listening to him it came home to me that the real trouble commences when we try to *apply* these. I am one of that shameless set who "get up their theory in College, in deference to the urgency of examinations" (not solely confined to college men, I venture to say). Certainly, to me, the difficulty has been the right application of such principles learnt, then and since. For what is the position of the young teacher with regard to these, when he first enters upon this

special work? Is it not strictly true that at the very outset the whole aspect of his educational outlook is radically changed? And are not the foundations upon which all his methods of teaching have been built up, so to speak, undermined? It must be so, for the chief factor in the educational methods of to-day is *vision*. Pupils learn their spellings thus; oral lessons have become very largely illustration lessons, and the teacher tests the success or failure of his teaching by the accuracy, and the degree of permanence, of the mental picture which has "photographed itself" upon the minds of his scholars. But what are we to do, and how shall it be brought about that we achieve similar results and satisfy the same ends? I am strongly convinced that there is a real demand for the issuing (along with the "Psychology" previously suggested) of a "blue book" entitled "Suggestions for the Consideration of Teachers in Blind Schools." The fact is, we are all so scattered, and the opportunities afforded us of meeting together and discussing matters educational are so few, that we are each having to stand alone when we ought really to be acting as members of corporate body. And in speaking thus I am fully conscious of the fact that local conditions vary, and that individuality is a necessity in a teacher.

The conclusion of the article has been reached, but by no means the conclusion of the whole matter—many articles of similar length would not accomplish that. And after all has been said and done, what Sir Joshua Fitch has so aptly remarked will still be grandly true:—

"The best results we are yet able to obtain are only provisionally serviceable until they are absorbed or superseded by something better. It is part of the duty of every one who enters the profession to magnify his office, to look on each of the problems before him in as many lights as possible, and to try by his own independent experiments to make the path of duty easier, safer and happier for his successors."

\* \* \* \*

## Correspondence.

The Editor, *The Teacher of the Blind*.

Dear Sir,—May I beg you to call the attention of your readers to the Federation of Libraries for the Blind.

The Federated Societies are as follows:—Birmingham Royal Institution for the Blind; British and Foreign Blind Association, London; Catholic Truth Society, London; Chester Home Teaching Society for the Blind, Chester; College for the Higher Education of the Blind, Worcester; Fife and Kinross Society for Teaching the Blind, Kirkcaldy; Henshaw's Blind Asylum, Manchester; Home Teaching Society for the Blind, London; Moon's Society for the Blind, Brighton; National Lending Library for the Blind, London; Northern Counties' Blind Society, North Shields; Royal Blind Asylum and School, Edinburgh; Royal Institution for the Blind, Nottingham; Royal Normal College, Norwood; Students' Library, Oxford; Yorkshire School for the Blind.

The benefits of the Federation may now be enjoyed by all readers of the above Libraries, through the agency of their respective librarians, who will communicate with the Clearing-House of the Federation on their behalf.

The objects of the new movement are manifold, one of the most important being to bring to the knowledge and within the reach of the student such books as he needs if they are already in embossed type, and if not, to endeavour to produce them.

To this end the Council of the Federation have ordered the production of a manuscript catalogue, which can be kept continually up to date, of all the embossed books in the United Kingdom. In the compiling of this catalogue, which is now ready for use, the Council have been ably seconded by the schools, institutions and public libraries throughout the country : a special debt of gratitude is due to Mr. Roebuck, of the Walthamstow Public Library, for collating the particulars received from them as to the books in their possession.

The Council now appeal through your columns to all those private individuals possessing Braille or Moon books to communicate with the Secretary of the Federation, in order that such books may be included in the catalogue. It should be added that this information does not necessarily include a promise to lend the books, though the Council believe that nearly every blind reader will be glad to help those who will take due care of the volumes entrusted to them for their benefit and pleasure. In this way it is hoped that many will be saved the expensive production, for a passing need, of special books which can readily be lent when owner and borrower are brought into touch by a responsible organisation.—Believe me, yours faithfully, E. W. AUSTIN, *Hon. Sec.*, The Clearing House of the Federation, 125, Queen's Road, Bayswater, W.

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Institution for the Blind, Swansea,  
8th November, 1913.

The Editor, *The Teacher of the Blind*.

Dear Sir,—As a member of the Association it is my sad duty to inform you of the death of one of our number, Miss Lucy O'Brien, one of my fellow-workers at the above Institution.

She attended the Birmingham Conference on the 13th September, and returned with glowing accounts of her visit, and new inspiration for her work ; but it was not to last long—just one brief fortnight, for on the 27th of the same month she was seized with a fatal illness, and last Sunday, the 2nd of November, passed quietly away.

She has been laid to rest at Mumbles, near to this town in which she has worked most conscientiously for seventeen years, and where she has left many to mourn her loss.

The whole profession will be the poorer for it, for her teaching was of the very highest type, and her noble work amongst the Blind will be remembered for many a long day to come.

She was one who, whilst she held that "Knowledge is Power," believed that Character is something infinitely more, and that, unless right principles are thoroughly instilled into a child, all else is of little avail.

She was a student of the Royal Normal College for the Blind, and amongst the many floral tributes sent was a beautiful wreath from Sir Francis and Lady Campbell, one from some of the teachers and pupils of the College, and a lovely cross of flowers from the Staff of the Royal Blind Asylum, Glasgow, where she taught for some years.

Her life was a living example of uprightness and godliness, and we shall always think of her as one who tried to follow very closely in the steps of the only Perfect Teacher.—Yours sincerely, BESSIE THOMAS (Assistant Teacher).

[It is with sincere regret that we thus chronicle the first break in our ranks. We can assure Miss Thomas that the deepest sympathy of the whole Association will go out in heartfelt sorrow to Miss O'Brien's relatives and friends.—Ed.]

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A CORRESPONDENT writes to draw our attention to an advertisement that recently appeared for a Headmaster in a school for the Blind. No professional qualifications were asked for, but the condition was laid down that candidates must be Members of the Church of England. As a strong churchman he considers that in laying down such a condition not only has a grievous wrong been done to the teaching profession, but that serious harm may result to the Church. He also points out that such a condition has not been asked for when previous appointments to this school have been made, and that the late Headmaster, who proved a most efficient teacher, belonged to another denomination than the Church of England.

We need scarcely say that we are in entire agreement with our correspondent's opinion on this matter, which has caused much annoyance and resentment in educational circles.

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## College of Teachers of the Blind.

### HISTORICAL ESSAY COMPETITION.

1. In order to encourage research in the History of the Education of the Blind, the College desires to offer a Medal for the best original Essay on the following subject :—"The History of the Education of the Blind prior to 1830."

2. The Competition is open to all.

3. Essays must not exceed 5,000 words in length, and should be typewritten on one side of the paper only.

4. Essays must not bear the name of the Competitor, but should be distinguished by a nom-de-plume or motto. A closed envelope containing the name and address of the Competitor and the nom-de-plume or motto should be forwarded with each Essay.

5. Essays should be in the hands of the Hon. Registrar of the College, care of The British and Foreign Blind Association, 206, Great Portland Street, London, W., not later than 31st March, 1914.

6. Essays will become the property of the College.

7. The College reserves the right to withhold the prize, should no essay be, in its opinion, of sufficient merit.

**Signor TOBOZZI** (blind professional Pianist), 79, Baker Street, W., would be grateful for the services of a sighted lady or gentleman who would play difficult music to him. He would gladly attend at any address in London and give tuition in exchange.

Mrs. PATTISON requires a **Sighted Governess** trained to teach the Blind, for her partially-blind daughter, aged 12.—COLTISHALL, NORFOLK.

W. HY. ILLINGWORTH'S "**HISTORY OF THE EDUCATION OF THE BLIND.**" 5s. (postage 4d.) A limited number of copies for disposal—SUPERINTENDENT, HENSHAW'S BLIND ASYLUM, OLD TRAFFORD.

## B. & F. B. H. Publications.

*In Preparation.*

**The Capel Cousins**, by VIOLET BRADBY. (Reprinted from *Comrades*). 2 vols., price 1s. 9d. each. (*Ready December 15th*).

**The Lilac Sun-Bonnet**, by S. R. CROCKETT. 3 vols., large size, interpointed. (By kind permission of Mr. T. Fisher Unwin).

**Bach**, by E. H. THORNE, and **Beethoven**, by J. S. SHEDLOCK, M.A. (Bell's Miniature Series of Musicians). 1 vol., large size, interpointed.

**Skeleton German Grammar**, by H. G. ATKINS, M.A. Large size, interpointed, 1 vol.

**Golden Treasury**, by FRANCIS T. PALGRAVE. Large size, interpointed. (Vol. I. *now ready*, price 3s., Vols. II.-IV. *ready shortly*).

The following books have been prepared and adapted for the use of the Blind by H. M. Taylor, Esq., M.A., F.R.S., and will be published by the Association with financial assistance from the Embossed Scientific Books Fund (of which Mr. Taylor is the founder):—

**Conic Sections** (2 vols. from), by CHARLES SMITH. Large size, interpointed. (By kind permission of Messrs. Macmillan & Co.)

**Diagrams to "Mechanics"**, by W. D. EGGAR." 1 vol., price 2s. 6d., post free 2s. 7½d.

*Now Ready.*

NEW DANCE MUSIC:—

**Fairy Dream** (Valse Cotillon), selected and arr. by AUBREY WINTER. Price 4d., post free 5d. (By kind permission of the publishers, Messrs. Hawkes & Son, Denman St., Piccadilly Circus, W.)

**The Wedding Glide** (Two-Step), by L. HIRSCH. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. B. Feldman & Co., 2 & 3, Arthur St., New Oxford St., W.)

**Oh, you Beautiful Doll** (Two-Step), arr. by JOHN NEAT. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. B. Feldman & Co., 2 & 3, Arthur St., New Oxford St., W.)

**The Break o' Day** (Barn Dance), by EILLE NORWOOD. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. Banks & Son, 2, Stonegate, York.)

**Passion-Flower** (Valse), by PEDRO DE ZULUETA. Price 3d., post free 4d. (Limited supply only.) (By kind permission of the publishers, Messrs. Chappell & Co., 50, New Bond Street, W.)

**Finck-a-Lincke** (Lancers) on popular melodies, arranged by AUBREY WINTER. Price 4d., post free 5d. (By kind permission of the publishers, Messrs. Hawkes & Son, Denman Street, Piccadilly Circus, W.)

**Pupphen** (Two-Step Intermezzo), by JEAN GILBERT. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. B. Feldman & Co., 2 & 3, Arthur Street, New Oxford Street, W.)

NEW DANCE MUSIC (*continued*):—

**Princess Caprice** (Lancers), by LEO FALL, arr. by H. M. HIGGS.  
Price 4d., post free 5d. (Limited supply only.) By kind permission of the publishers, Messrs. Chappell & Co., 50, New Bond Street, W.)

**Saints and Sinners** (Valse Lente), by Gordon Davson. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. Keith, Prowse & Co., 162, New Bond Street, W.)

**Summer Dreams** (Waltz), by MONTAGUE EWING. Price 3d., post free 4d. (By kind permission of the publishers, Messrs. Phillips & Page, 5, Market Place, Oxford Circus, W.)

Published by the aid of the Embossed Scientific Book Fund:

**Heredity**, in the light of Recent Research, by L. DONCASTER, M.A. (with diagrams). 1 vol., large size, interpointed. Price 3s. 6d. (By kind permission of the Cambridge University Press).

**Christmas Crackers** (from "The Brownies"), by JULIANA HORATIA EWING. Intermediate size, interlined, price 1s. 6d., post free 1s. 7d. (By kind permission of Mrs. Eden.)

**Idylls of the King**, by LORD TENNYSON. In 3 vols., large size, interpointed, price 2s. 9d. per vol. (By kind permission of Messrs. Macmillan & Co.)

**Bacon's Essays**, with Notes and Glossary (antique spelling). In 4 vols., large size, interpointed, price 3s. 6d. each.

**What Men live by**, etc., by LEO TOLSTOY. Large size, interpointed, 1 vol. Price 1s. 9d. (By kind permission of Messrs. Walter Scott, Ltd.)

**Hymns Ancient and Modern**. Small size, interpointed, 8 vols. Price 2s. 3d. per vol.

**Tunes for the above**. Large size, interlined, 2 vols. Price 3s. 9d. each vol.

**Index to Hymns and Tunes**. In 1 vol., price 2s. 9d., post free 2s. 10½d.

**Education, Employment and Maintenance of the Blind (No. 2)** Bill (reprinted from *Progress*). Price 2d., post free 3d. In letterpress 1d. post free.

**The Scripture of Truth**, by SIDNEY COLLETT. Large size, interpointed, 3 vols. Price 3s. each vol. (By kind permission of the Author).

**New Testament in Modern Speech**, Dr. WEYMOUTH'S translation, large size, interpointed:

St. Matthew, 2 vols., price 2s. 3d. each.

St. Mark, 1 vol., price 2s. 6d.

St. Luke, 2 vols., price 2s. each. (*In preparation*).

**The Coming of the Lord** (reprinted from *Channels of Blessing*), paper covers, price 6d., post free 7d.

**Supplement to the "Braille Musical Magazine,"** Vol. I., now ready (October, 1912, February, June, 1913), price 3s., post free 3s. 1½d.

IN LETTERPRESS:—

**Revised Braille Shorthand** (Letterpress Edition), price 6d., post free 7½d.

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Remittances should be made payable to the Secretary-General, 206, Great Portland Street, London, W., and crossed "London County and Westminster Bank, Ltd."







